

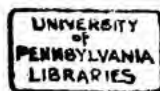
**THE ACCULTURATION OF MIDDLE EASTERN ARAB STUDENTS
IN SELECTED AMERICAN COLLEGES AND UNIVERSITIES**

**By
Khalil Ismail Gazi**

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Dedicated
to
Professor George D. Spindler
for his contributions to intercultural
understanding and good will

FOREWORD

This study is published by American Friends of the Middle East as a contribution to the growing fund of knowledge about intercultural exchange programs. The urgent drive of emerging nations to develop their human as well as material resources poses a challenge of the highest order to this country. It is of central importance that in responding to this challenge we do so with skills sharpened by careful evaluations of past experience.

The Middle East is an area of overriding significance, historically, strategically and economically. Our abiding concern, however, is not in archaeological excavations, military pacts, or oil investment; it is in the people who live there now. Inspired by a lustrous past and fired by a new vision of the future, the peoples of the Middle East are determined to regain their destiny, to endow their newly won independence with the substance of reality. Conscious of our own birthright, of the fundamental values of our own nationhood, we can do nought else but lend a helping hand.

This volume, by adding depth and breadth to our understanding of the Arab student in this country, should enable us to accomplish this task with surer skill. Acculturation, alienation, and adjustment are key facets of the education of Middle Eastern students in American institutions. Incidental to the education itself, they may either inhibit or facilitate the learning process. Hopefully, this study will provide administrators of exchange programs with that understanding of cultural adjustment which will guide them more surely to their true purpose: education with understanding.



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CHAPTER I

INTRODUCTION

The Problem

The purposes of this study are: (1) to discover and analyze the nature and extent of the adjustment problems of Middle Eastern Arab students to American education and culture during their stay in selected American universities and colleges; (2) to survey and analyze the attitudes of these students toward the United States before coming to this country, upon arrival, and during their sojourn; (3) to determine the degree of association between adjustment and the following variables: pre-arrival acculturation, pre-arrival favorableness toward the United States, age, sex, academic program planned, marital status, type of college, duration of sojourn, American policy in the Middle East, national status and success in college; and (4) to make certain recommendations to the Middle Eastern and American authorities and institutions interested in promoting sound student exchange programs in regard to facilitating the adjustment of Arab students in the United States.

A Brief Statement of Methodology¹

In order to achieve the previous goals, two "open-end" interviews were utilized, one with all the Arab students studied, and the other with certain Foreign Student Advisers and faculty members. The chi square analysis of independence was used to test the degree of association between adjustment and the variables mentioned before.

Additional data concerning student mission programs in the Arab countries of the Middle East were obtained by surveying the literature pertinent to this area.

Review of Related Research

The increasing research in the field of cross-cultural education indicates undoubtedly the growing interest of the social scientist in this field, and the significance of studying problems in this area for practical as well as theoretical purposes.

Research on cross-cultural education has been concentrated on the status of persons from abroad in the United States, on the problems which emanate from their sojourn, and on the effect of such sojourns on these persons and their society.²

In the following pages, an attempt will be made to summarize the major studies in the field of cross-cultural education. These studies will be referred to later in Chapter IV in order to help in interpreting and supporting some of the findings of this study.

One of the early studies concerning international students is *The Foreign Student in America*³ which was undertaken in 1925 by the Commission on Survey of Foreign Students in the United States of America, under the auspices of the Friendly Relations Committees of the Young Men's Christian Association and the Young Women's Christian Association. The objective of the Commission's survey is "to ascertain and assemble complete information regarding foreign students in the United States, and to define their needs and problems with a view to formulating an adequate Christian program in their behalf."⁴ The Commission sends a questionnaire to many international students who are studying in the United States, as well as to many persons and agencies concerned with the problem and welfare of these students.

The first part of this study is devoted to a description of the history of student exchanges in the world; to the political, religious and social background of the students who have studied in America, and to the impact of these students on their native countries upon their return. The study proceeds to analyze the international students' interaction with American life in general and American college life in particular, and their problems and attitudes which result from such interaction. Later chapters are devoted to descriptions of major national groups toward American Christianity and what the Christian organizations in the United States are doing to aid the international students. The study is terminated by various recommendations as to how international students can be helped to learn about American life and to solve their problems during their sojourn here. The study's main emphasis is that the responsibility of helping students from abroad rests first on the church and second on the college or the university.

¹ For a detailed statement of Methodology, see Chapter II.

² M. Brewster Smith, "A Perspective for Further Research on Cross-Cultural Education," *The Journal of Social Issues*, XII (1956), pp. 56-58.

³ W. R. Wheeler, H. H. King and A. B. Davidson (eds.), *The Foreign Student in America* (New York: Young Men's Christian Association Press, 1925).

⁴ *Ibid.*, pp. xi-xxv.

Another study dealing with international students is The Adjustment Problems of Chinese Graduate Students in American Universities,⁵ which was reported by a Chinese scholar at the University of Chicago in 1934. The purposes of this study are: (1) to discover the areas in which Chinese graduate students find adjustment problems; (2) to understand the attitudes of these students toward American life, and (3) to find out what the students are doing about their adjustment problems. In order to achieve these purposes, the investigator uses varied instruments such as standardized tests, Time-Activity Analysis Blanks, records of students' life histories, and questions asked of deans, advisers to foreign students, and university Y. M. C. A. secretaries. The investigator discovers four sources of adjustment problems: "(1) those derived from personal habits and personal problems, (2) those arising in social relations, (3) those relating to academic work, and (4) those involving national and international relations."⁶ The Chinese students in this study view their American colleagues as lacking concern and seriousness. The Chinese students are particularly dissatisfied with racial prejudice and discrimination, and with what they describe as "lack of understanding" of China and the Chinese on the part of the American people. The author suggests better preparation of Chinese students at home in American habits and language. He suggests better understanding on the part of the student of his college requirements and of his financial responsibilities, by securing such information before coming to the United States.

Another study which is devoted more specifically to measuring the cultural changes which occurred to selected international students after their sojourn in the United States is the study of Loomis and Schuler.⁷ The authors state that their aim is to discover "the changes in attitudes, opinions, information and English language ability of Latin American students resulting from a year's training in agriculture in the United States. . . ."⁸ The authors test 62 trainees on arrival in the United States in their ability in English; in knowledge of, and attitude toward the United States; and in educational attainment. Then, after one year's training in the United States, the students are tested again. The results indicate general improvement in most of the categories in which they are tested.

The Latin students have a feeling of preference for many American ideals and values which are not found in their own countries. They admire in America, among other things, the scientific movement, the high status of labor and the punctuality, speed and efficiency of the Americans. After one year's sojourn in America, these students improve their command of the English language considerably, broaden their knowledge of the American people and culture. Despite these favorable improvements, these students show less favorable attitudes toward America after their sojourn than when they came to this country. Their sojourn experiences seem to foster their pre-arrival notions of the great differences between their culture and the American culture, of the bad treatment of Negroes by Whites, and of the lack of sanctity in American marriages. The authors attempt to justify the lack of general improvement in the students' attitudes toward the United States by suggesting that when the students are tested on arrival, they may have a guest attitude, and hence are less critical of the United States. However, when these students are tested again upon departure from the United States, they are more likely to criticize openly, due to the fact that they have learned in American schools to express their opinions freely. Besides, they are more likely to feel homesick for their countries and therefore tend to overlook their countries' faults and shortcomings.

Peterson and Neumeyer⁹ report on a study of the problems of international students who are studying in several colleges and universities in Southern California. Two purposes are desired to be achieved from this study: (1) to discover the degree to which American colleges in Southern California are meeting the needs of international students, and (2) to evoke reactions of international students regarding their experiences in this country. Three hundred and eighty-five students are asked to fill in a questionnaire, but only 37 per cent answer. On the basis of these answers, academic problems rank first. International students have problems in getting acquainted with the American educational methods and standards, examination methods, written and oral reports, and understanding lectures and textbooks. The second type of problem arises from the economic status of the students, such as the lack of funds to meet school requirements and the loss of money through currency exchange. The third type of problem is social in nature, such as finding suitable dates, making friends with other students, and getting acquainted with American customs and laws.

This study suggests that better counseling procedures are needed for international students, that an adequate orientation program be provided for them, that financial aid be given to them whenever possible, and that housing and recreation centers be provided for them.

⁵ Tsung-Kao Yieh, The Adjustment Problems of Chinese Graduate Students in American Universities (private edition; Chicago: University of Chicago Libraries, 1934).

⁶ *Ibid.*, p. 107.

⁷ Charles P. Loomis and Edgar A. Schuler, "Acculturation of Foreign Students in the United States," Applied Anthropology, VII (Spring, 1948), pp. 17-34.

⁸ *Ibid.*, p. 17.

⁹ James A. Peterson and Martin H. Neumeyer, "Problems of Foreign Students," Sociology and Social Research, XXXII (March-April, 1948), pp. 787-792.

Forstat's study of 201 international students at Purdue University is also significant. This study aims to answer the following three questions: "(1) In what specific areas do international students encounter difficulties? (2) Does a correlation exist between length of residence in the United States and the number of problems a student has? (3) What other factors besides length of residence bear a relationship to the number of problems of international students?"¹⁰ The author sends a questionnaire to every international student at Purdue, and receives replies from 90 per cent. On the basis of these replies, the author finds that most of the subjects' problems lie in (a) social relations, such as finding a suitable date; (b) economic needs, such as obtaining permission to work by the immigration office; and (c) school work, such as reciting or speaking in class and giving oral or written reports. There is no significant relation between age and length of sojourn on the one hand, and adjustment problems on the other. However, a significant relationship is found between the major problems of the students and the country of their origin--especially in the case of those students who come from China, Venezuela and Turkey. It is concluded that a definite program to integrate international students into their university life is needed. Also, it is suggested that counseling programs should consider the student's country of origin in dealing with his needs and problems.

An evaluation of the international student program in an American university was undertaken by Graham in 1952.¹¹ This study selects an anonymous, but well-known, American university, which is called Lowlands University for the purposes of this research, in order to study the status, problems and outcomes of having international students at the university; analyzes the opinions of American students on their interactions with international students and on different aspects of the international student program; inquires into the adjustment problems of these students and their opinions of the university; and passes judgment on the consequences of having international students at the university.

Zajonc studies 40 Indian students, 20 of them with a short residence of less than six months, and the other 20 with a longer residence of from six months to two years. First the author holds open-minded interviews with thirty international students in order to determine certain behavioral patterns to which they find difficulty to conform. These students indicate the following patterns of behavior according to their felt difficulty in conforming to them: dress style, relations with Americans, humor, dancing, dating, relations to authority, scholastic competition, treatment of women and passing in public.

On the basis of these criteria, the author then sends two questionnaires to his sample of Indian students. One questionnaire is used to discover the student's need to conform and the difficulties he encounters in this regard, and the other questionnaire is used to measure the degree of attitudinal aggression. The author concludes that "given the need to conform, the higher the difficulty in conformity, the stronger the attitudinal aggression against the particular pattern. The students with short residence were found to exhibit this relationship on a somewhat higher intensity level with regard to difficulty, and on a lower intensity level regarding aggression."¹²

A study of Scandinavian students at the University of Wisconsin was undertaken by three investigators not only to discover the attitudes of these students toward the United States, but also "to arrive at a more adequate understanding of the effects of foreign educational experience."¹³ After intensive interviews, the investigators find that Scandinavian students regard Americans as superficial, especially intellectually and aesthetically, but consider them generally generous and warm-hearted. The students criticize the Americans' consistent conformity to the norms of the group and conceive this conformity as a proof of the superficiality of Americans. In regard to American education, the students admire the physical facilities of American Schools and like the close relationship of the student with the teacher, but point out the laxness in high school and undergraduate standards. The students characterize the American family with the domination of women, the looseness in family relations and the lack of control over children. Speaking of religion in America, the students are amazed by the diversity of religious denominations and the large number of church goers. Finally, the students are surprised to find various prejudices among the American people, and to sense a doubtful attitude toward the value of the United Nations. The students also are surprised to see such a high standard of living in America, and are impressed with the role of American industry and efficiency in the attainment of this high living standard.

¹⁰ Reisha Forstat, "Adjustment Problems of International Students," *Sociology and Social Research*, XXXVI (September-October, 1951), p. 25.

¹¹ Grace Graham, "Foreign Students in an American University" (unpublished Ed. D. dissertation, School of Education, Stanford University, 1952).

¹² Robert B. Zajonc, "Aggressive Attitudes of the 'Stranger' as a Function of Conformity Pressures," *Human Relations*, V (1952), p. 215.

¹³ William H. Sewell, Richard T. Morris and Oluf M. Davidson, "Scandinavian Students' Images of the United States: A Study in Cross-Cultural Education," *The Annals of the American Academy of Political and Social Science*, CCXCV (September, 1954), p. 126.

The investigators discover a U-shaped curve of favorableness to the United States. The early period of the student's sojourn is a period of fascination with the new environment. The intermediate stage is characterized by a decrease in the student's social contacts and increase in his critical evaluation of his life here. If the last phase of the student's stay is beyond eighteen to twenty-four months, a more relaxed and favorable attitude toward the host country is to be found.

A similar study by Scott¹⁴ devoted itself to discovering the Swedish students' images of the United States. This study is undertaken in Sweden for one year, and its conclusions are drawn from careful interviews with fifty selected Swedes. Each of these subjects had studied in the United States. The subjects interviewed show an admiration for American self-confidence and optimism and gratitude for the hospitality and friendliness of the American people. Regarding American politics, the students are amazed by the gap between American ideals and political practice. They view American foreign policy in a sympathetic way for its noble aims and aspirations, but dislike its uncertainties and its determination to classify issues as black and white. The students criticize race prejudice, superficiality and materialism in America, but admire the limitless opportunities and the respect for accomplishment in this society. The students point out the lack of cultural orientation of Americans, but observe the superiority of American achievements in the field of music. Although the students differ in their reactions to religion in the United States, they agree on the inefficiency of the American high school and on the great values achieved in most collegiate experiences such as in class discussions, and in close contacts with teachers and other students. The investigator makes a special reference to the unique influence upon the attitudes of the Swedish students of the section of the United States in which they resided, such as developing some prejudice against Negroes after staying in a Southern college. In addition, the kind of professional training which the student receives in the United States seems to affect the attitudes of all students, especially the older ones. The author observes throughout his study that the Swedish returnees from America enjoy a high prestige in Sweden, and are generally satisfied with their experiences in America.

Passin and Bennett¹⁵ attempt to discover the percepts and attitudes of Japanese students toward the United States, not only while they are in this country but also after their return to Japan. As a part of the background for this study, the authors describe six images of the United States as perceived by the contemporary Japanese people: (1) America is the home of women's rights; (2) it is the land of freedom; democracy and humanism; (3) American democracy is unreliable; (4) America is on the road to totalitarianism; (5) the United States is the most advanced nation technically; and (6) it is a stable world power. The first four images stress the American ideological sphere whereas the last two images emphasize the material part of it. From these generalized views, the authors proceed to the more specialized images of Japanese students in the United States. The images of these students are determined by the relationship between three factors: (1) the student's aims in coming to the United States; (2) the extent to which he achieves these aims and finds satisfying experiences in this country; and (3) his ties with his native land. The authors divide their group into Japan-alienated students and Japan-oriented students. Among the first are the "woman rebel" and the "ideologist" types, while among the second are the "adjustor" and the "nationalist" types. The Japanese "woman rebel" is found to be least likely to develop unfavorable attitudes toward the United States while in this country because of her great appreciation for the freedom of American women. The "ideologist" does not always develop favorable attitudes during his sojourn in the United States. The "adjustor" is much more concerned with achieving a certain goal in the United States than with the ideologist's intent to measure American ideology. The "adjustor" is likely to be secure and rather satisfied because of his achievement of a specific goal. The nationally-oriented students are usually negative in their reactions toward America because of what they conceive to be the role of America in Japan. After the students return to Japan, the stability of their images is influenced by:

- (1) the extent of identification and alienation in regard to their principal membership groups and to Japan as a whole; (2) the extent to which America and the American experience is a source of gratification and self esteem in their life in Japan; and (3) the extent to which, from the perspective of their life plans, America's behavior and relations with Japan allows them to identify with or accept the role of 'American-educated returnee', as assigned them by the public.¹⁶

Specifically speaking, the woman rebel's experiences in her country after her return from America tend to foster her images of this country. The ideologist seems to return home with a sense of disappointment and dissatisfaction with the United States, and may turn to some aspects in Japanese life to identify himself with them. The adjustor often is satisfied with both his experiences in America and his return to his home where he is usually able to put his learning into practice. The authors conclude their study with a discussion of (1) the effects of American occupation on Japanese students' images of America, and (2) of the development of realistic images of the United States.

¹⁴ Franklin D. Scott, "The Swedish Students' Images of the United States," *The Annals of the American Academy of Political and Social Science*, CCXCV (September, 1954), pp. 83-107.

¹⁵ Herbert Passin and John W. Bennett, "The American Educated Japanese, Part I and II," *The Annals of the American Academy of Political and Social Science*, CCXCV (September, 1954), pp. 83-107.

¹⁶ *Ibid.*, p. 98.

In an article published in 1955, Watson and Lippitt¹⁷ reported on a part of their study of German leaders who were at the University of Michigan for six months to a year during the period from 1949 to 1951. While the original study aims "to explore the outcomes of the students' visit and the types of experiences which contribute to successful and unsuccessful learning," the article limits itself to a summary of the main results of the students' visit. The authors point out that one result is that only a little change takes place in the visitor's feelings of German superiority. For instance, the visitors retain three attitudes which characterize Germans, namely: "ambivalence about authority, hostility towards peers, and preference for external rather than intrinsic measures of success and failure."¹⁸ The visitors also retain their stereotyped criticisms of America. A second outcome of the visit is that the visitors tend to explore non-threatening areas of difference between Germany and the United States, such as the American system of democracy and the American family. A third result is that visitors' attitudes and views are changed by their experiences in America. They look now at democracy more favorably and try to solve the psychological problems of their homeland instead of blaming everybody else for the state of affairs in Germany. A fourth conclusion is that after the return of the German visitors to their country, they find difficulty in applying their new knowledge to the German life partly because they become a critical minority with whom the majority disagree, and partly because there is no market for their knowledge in their country. A situation as this leads to frustration of the foreign-educated group and to a waste of their talents. Therefore, the value of student exchange programs hinges on the extent of the opportunities provided for the returnees to apply their knowledge in the homeland.

The Useem's study, The Western-Educated Man in India,¹⁹ is frequently cited by researchers in the cross-cultural education field. This is a study of student returnees who have studied in America and Europe. It aims to discover the influences of those returnees to India and to arrive at some generalizations that can be used by administrators of student exchanges between countries. The investigators use open-end questions and projective techniques in their intensive interviews with 110 foreign-educated Indians. The investigators also secure life history documents from each individual in order to help them understand their sample and to shed some light on the analysis of the data collected. The authors find that foreign education helps the Indian student gain self-confidence, widens his vision of social life, improves his methods of thinking and working, aids him in adopting more democratic ways in interpersonal relations, and leads him to discover the worth of himself and his country. But specifically, the authors find that a broad education of the students abroad is found more valuable upon their return than a specialized training, that team study tends to aid in the application of the learning attained abroad to the home needs, that students are impressed mostly with their professors and landladies during their foreign sojourn, that most students live in the city after their return, and that the innovators among the returnees seem to be between the ages of forty and fifty. The authors recommend that a careful selection of Indian students for the purpose of study abroad be instituted; that the universities which admit these students should plan carefully their integration into the school community, and should provide many opportunities for social interaction between international students and others. The student returnees should be given opportunities to work in their fields of competence in order that they may make significant contributions to their country.

Morris' study²⁰ of 318 international students, excluding Canadians, at the University of California in Los Angeles in 1954-1955 is an attempt to discover, among other things, the relationship between the national status and the attitudes of these international students toward the United States. The students are asked to indicate the rank of their own countries as well as of five other countries, including the United States, according to their living, cultural and political standards. The students are also asked to rank their own native countries as they think Americans would rank them. In addition, the author asks the students to provide information concerning five items, such as the degree of their pride or shame in the activities of other compatriots, and the amount of interest they exhibit in close touch with their own homelands. These items are used as indicators of the degree of involvement of each student with his country. As a result of the data gathered by all these devices, the author finds that students from low ranking countries do not necessarily have unfavorable attitudes toward the United States. The main conclusion of this study is that when the student thinks that Americans rank his country lower than what he ranks it, he is much more likely to have unfavorable attitudes toward the United States, especially if he is highly involved with his own country. However, when the student feels that Americans rank his country higher than he does, he is more likely to hold favorable attitudes toward the United States, especially if he identifies himself closely with his nation.

A study at Cornell University was also undertaken to investigate the reciprocal effects of contacts between international students and American students. A report on part of this study appeared in 1956.²¹

¹⁷ Jeanne Watson and Ronald Lippitt, "Cross-Cultural Learning: A Study among a Group of German Leaders," Institute of International Education News Bulletin, XXX (June, 1955), pp. 2-5; 19.

¹⁸ Ibid., p. 3.

¹⁹ John Useem and Ruth Hill Useem, The Western-Educated Man in India (New York: The Dryden Press, 1955).

²⁰ Richard T. Morris, "National Status and Attitudes of Foreign Students," The Journal of Social Issues, XII (1956), pp. 20-25.

²¹ Rose K. Goldsen, Edward A. Suchman and Robin M. Williams, Jr., "Factors Associated with the Development of Cross-Cultural Social Interaction," The Journal of Social Issues, XII (1956), pp. 26-32.

According to this report, three factors seem to determine the extent of interaction between American and international students at Cornell. These factors are: "(1) participation in the main stream of the campus social milieu, (2) a general pattern of friendliness, outgoingness, liking for people--in short, what might be called association-mindedness; and (3) spatial proximity providing contact opportunity."²² The authors refute the contention that American students who interact with international students are deviant from the main activities of the college campus. On the contrary, such American students are friendly, are involved in the core of campus life, and are less critical of the United States. The authors conclude their report by emphasizing the cultural situation as a significant factor in encouraging or discouraging interaction between American and international students.

Sellitz and her associates²³ made a similar study concerning interaction between international students and American students. This study finds that interaction can be determined by the environment and that it "precedes rather than follows such attitude change. . . ." The study discovers four variables concerning interaction between American and international students: (1) type of college; (2) interaction-potential of living arrangement; (3) interaction-potential of other situations; and (4) nationality. Considering the relationship of each of these factors to interaction, the study finds that if the student is studying in a small college in a small town, he has more chances of having primary relationships with others. However, if he is attending a large university in a metropolitan area, he is likely to be drawn much less frequently into contacts of a close personal nature. Living arrangements and the social milieu also affect interaction. For instance, living in a fraternity house provides a situation with more interaction-potential than living alone in a rented room. Aside from these situational factors, the authors admit, however, that nationality also plays a role in interaction. Europeans, in general, are found to have more contacts with Americans than non-Europeans.

Beals and Humphrey²⁴ studied the attitudes and the adjustment of selected Mexican students during their stay in the United States as well as after their return to Mexico. This study starts with a review of the nature of the Mexican culture and how it differs or resembles the American culture. The study describes the origins and characteristics of Mexican students in the United States, and outlines the sources of their information about the United States in Mexico. An analysis is given of the changes undergone by the selected Mexican students and their reactions to America and their problems during their stay in this country. Among these reactions, the authors find that Mexican students admire the high standard of living in the United States, but criticize the looseness of social patterns and values in America, especially the moral values. The students are impressed by the respect of law and order in America. Those students think that the American family does not provide close relationships, but provides respect and equality among its members. Politically speaking, the United States is not regarded as aggressive or imperialistic. Many Mexican students seem to support the American foreign policy in general except in what they term as America's help to Fascists in South America. American democracy is regarded as ideal and effective except when racial issues are discussed. As for the American university, Mexican students are amazed by the great competition among students, but are greatly satisfied with the freedom in the classroom and the informality of the American professors.

Lambert and Bressler²⁵ published, in 1957, their study of Indian, Pakistani and Ceylonese students at the University of Pennsylvania. This study describes the development by each international student of "a set of material and psychological adjustments to his physical environment" in order to describe his three roles of (1) a student, (2) a tourist, and (3) an ambassador, and to discover the social determinants of these roles. Each role behavior is conceived of as a result of situational and socio-cultural determinants. The authors of this study contend that "the major determinants of the experiences of Indian students in the United States lie in India, not in the United States, and that Indian socio-cultural norms provide the primary context of their selection and interpretation of experiences in the United States."²⁶ Some of the students' American experiences and images of family practices, political behavior, race relations and educational systems in the United States serving as examples of the findings are: (1) The students studied think that the American family is "a loosely-knit structure providing for limited interactions and restricted function."²⁷ (2) They find a simplicity in the relationships of the family members but cannot find in these relationships the warmth they are accustomed to among the members of their own families, and hence they believe that the home is losing its influence in American society. (3) They admire the American woman for her achievement and high status, although some criticize her lack of femininity. (4) The students observe the lack of

²² *Ibid.*, p. 28.

²³ Claire Sellitz, Anna Lee Hopson and Stuart W. Cook, "The Effects of Situational Factors on Personal Interaction between Foreign Students and Americans," *The Journal of Social Issues*, XII (1956), pp. 33-34.

²⁴ Ralph Beals and Norman D. Humphrey, *No Frontier to Learning: The Mexican Student in the United States* (Minneapolis: University of Minnesota Press, 1957).

²⁵ Richard D. Lambert and Marvin Bressler, *Indian Students on an American Campus* (Minneapolis: University of Minnesota Press, 1957).

²⁶ *Ibid.*, p. 13.

²⁷ *Ibid.*, p. 64.

respect for older people in the United States and point out that the American family emphasizes the gratification of personality needs but ignores the need of society. (5) In the realm of political affairs, the students in this study think that American political life deviates somewhat from the democratic principles, that the mass media of communication are effective and helpful but that these media seem to be concerned often with local events. (6) Regarding race relations in the United States, the majority of the students believe that prejudice against Negroes is America's biggest dilemma. (7) The students' perceptions of American education are influenced by comparisons between their own countries' systems and the American system. Although the students resent the ascribed inferior status to their country, they admire the American educational system in general and especially the democratic methods used in institutions of higher education. (8) The authors point out that Indian students are sensitive to certain subjects such as caste, untouchables and colonial policies, and that any allusion to these sensitive areas by Americans would arouse in these students the feeling that Americans are hostile to India or that they look down on that country. The students' perception of a low-accorded status to their country, and eventually to themselves, would predispose them to a negative view of America. The authors' conclusion is that Americans should avoid these areas of cultural sensitivity and should attempt to help the international student to develop a feeling of security so that he may be able to evaluate the host culture objectively.

From the previous summary of related research to this study, it is apparent that researchers have discovered the great significance of the study of cross-cultural education and its problems and promises. However, this field is still in its infancy, and extensive research in this area is still needed.²⁸

Background

The region of the Middle East witnessed the birth of two of the earliest civilizations in history, the Egyptians in the Nile Valley and the Sumerians and Babylonians in the valley of the Tigris and Euphrates, and later embraced two Arabic Empires, the Umayyads in Damascus and the Abbasids in Baghdad. However, its long history manifests some dark ages, one of which is the pre-World War I period of Ottoman occupation. In the early decades of the Twentieth Century, the people of the Middle East started their slow awakening. Their leaders realized that knowledge is really an important power. They searched around for "knowledge," but they could not find it in the "sick" Ottoman Empire, nor could they find it in the rest of poor and under-developed Asia and Africa. Since the West was the powerful part of the world, they encouraged their countrymen to study in the West and to return with their knowledge to remedy the ills of their lands. Later, when the various provinces of the Middle East gained their independent or semi-independent status, the newly established national governments encouraged students to study abroad. At the present time, many students studying abroad are fully supported by their respective governments. For instance, one third of the 1,100 Iraqi students now studying in the United States are bursary students.²⁹ The continuous encouragement of Middle Eastern governments to student exchange programs brought significant results as Tables A and B clearly indicate.

Table A shows that the United States was chosen for study by many of the Middle Eastern Arab students and Table B shows that the Arab countries alone sent the fourth largest group of international students to the United States in 1956-57. Because of the differences between the Middle Eastern culture and the

TABLE A
COMPARISON BETWEEN THE NUMBERS OF ARAB STUDENTS IN THE
UNITED STATES IN 1921-22 AND IN 1956-57³⁰

Country	1921-22	1956-57
Iraq	21	696
Jordan and Palestine	--	580
Kuwait	--	10
Lebanon	--	451
Saudi Arabia	--	38
Syria	22	321
Yemen	--	9
Egypt	26	381

²⁸ For a summary of related research in progress, see "Bibliography."

²⁹ Office of the Cultural Attaché, Embassy of Iraq, Education in Iraq (Washington, D.C.: The Embassy, n.d.).

³⁰ Institute of International Education, Handbook on International Study 1958 (2d ed.; New York: The Institute 1958).

TABLE B
COMPARISON BETWEEN MIDDLE EASTERN ARAB STUDENTS IN THE
UNITED STATES AND STUDENTS FROM OTHER AREAS
IN THE WORLD WHO WERE STUDYING IN THE UNITED
STATES IN 1956-57³¹

Area	Total Number of Students in 1956-57
Far East	12,949
Europe	5,996
North America	5,444
Middle East (Arabs only)	5,243
South America	3,921
Caribbean	2,099
Central America	1,732
Africa	1,424
Oceania	424

American culture, many of these students are having problems of adjustment to the latter culture. To be able to predict, and hence analyze and remedy, some of these problems, one has to familiarize oneself first with the major areas of cultural conflict. Those features of the Middle Eastern culture which may present potential areas of conflict with the American culture are discussed briefly here:³²

(1) Social Organization. -- Although three different group organizations exist, namely: pastoral nomadic and semi-nomadic, agricultural settled villager, and townsmen, the common features only will be emphasized in these short remarks. The Muslim family exhibits the following six traits: it is extended, patrilineal, patrilocal, patriarchal, with preference to parallel-cousin marriage, and occasionally polygamous. The traditional Middle Eastern family adheres to these traits much more than the Western-oriented Arabic family. The Middle Eastern family has much more influence on its members than the American family does on its members. The Arabic family starts to consolidate its power over the individual early in childhood. Children are trained to be obedient to the elder members of the family, and to act with these members collectively but not independently until a rather advanced age. Girls in the traditional Muslim family are usually looked upon as subordinate to boys, and marriage is typically arranged by the parents. In Western-oriented families, the girl has freedom to manage her own affairs and can get married by her own choice, coupled with the consent of her parents.

(2) Economic Organization. -- The nomadic tribes still move from one place to another seeking better food for themselves and their herds. The settled villagers concentrate on agriculture as their biggest source of livelihood. The land is still owned by the wealthy few while the majority of the population are tenant farmers who work for their livelihood on the farm, or who rent the land from the sheiks. At the present time, many governments are starting to distribute small areas of land to farmers as a first step in solving the farm crisis. The city-dwellers have been influenced by the flow of Western goods and technology. In the cities of the Middle East, one would observe a small rising middle class, a new class of workers, and some wealthy "captains" of commerce and industry whose businesses are expanding rapidly. It is interesting to note the interdependence of the nomads and the sedentary people as it manifests itself in busy small regional towns used as contact posts.

Leadership in nomadic areas is determined by the family power. In the village and especially in the city, leadership is increasingly being associated with wealthy upper-classes and with army officers.

(3) Politics and Government. -- At the present time, the Middle East is passing through a very significant period in its history. This period is marked by extreme distrust of colonial powers, frustration from foreign meddling, and a great outburst of nationalism. Many coups d'etat were staged in the past few years in Egypt, Syria, Iraq and the Sudan with political unrest in still other countries. The new regimes came with promises of new reform programs in all major departments of government.

The army has played a major role in Middle Eastern politics as an instrument of strength to those who control it. Although many of the soldiers are illiterate or semi-illiterate, their well-educated superior officers have become the new leaders of many states in the Middle East.

³¹ *Ibid.*, pp. 378-380.

³² Raphael Patai (ed.), *Jordan* (New Haven: Human Relations Area Files, 1957).

Arab students and especially those in high schools and colleges have influenced public opinion and have entered the picture as a new political force.

Although political parties are dissolved in many countries of the Middle East and censorship over the press is a common practice in some countries, political democracy and political consciousness are increasing.

(4) Religion and Values. -- Islam is the religion of the majority of the Arabs. The Muslim Arabs can be divided into the conservative majority and the liberal minority. Islam holds the supreme power over the performance, thinking and feeling of the strict majority. In many communities the Koran is still the major source of knowledge and justice. The mosque is the gathering place in many villages and in the traditional sections of towns. There are strong elements of rituals and moral values among the traditional Muslims, and a certain fear of the spirits and the evil eye.

The liberal minority in the cities minimize the influence of Islam over their lives by following their own interpretation of the spirit of the Koran or by disregarding religion as a force in their lives.

As for the values of the Arabs, the majority of the people admire bravery and daring, offer hospitality and generosity, put group solidarity and responsibility ahead of individual activities, take special pride in their honor, may fight for revenge but may forgive easily too, and appreciate freedom and independence. Naturally, these values change in intensity from the nomadic camp to the agricultural village and the Westernized city.

CHAPTER II

METHODOLOGY

The "open-end" interviews, which constituted the major source of the data for this study, were chosen for the following reasons: (1) the interviewee is given the freedom to express himself in a detailed manner which may expose new areas of significance not covered by the prepared questions; (2) the subject is allowed "... to respond in terms of his own frame of reference. The freedom to respond, in a sense, forces the subject to respond in terms of the factors which are salient to him;"¹ and (3) there is no substitute for person-to-person interviews in the opportunity it provides for witnessing the emotional reactions of the subject and for understanding the exact meaning of his responses.

The use of the native language, Arabic, and its various sectional dialects in the interviews, and the fact that the interviewer himself is a Middle Eastern student, helped considerably to break down the barriers of communication and apparently led the students to be frank, talkative and very cooperative. An Arab student, for instance, might have been too shy or too polite to express his real personal views regarding the United States to an American interviewer.

The Student Interviews

Two interviews were developed with the valuable aid of two Stanford University professors.² The first was composed of twenty questions and its content ranged from personal data about the subject to his percepts concerning American education and culture. This interview schedule attempted to obtain the basic data needed to answer certain fundamental questions which the present study has posed. These questions were as follows:

1. Are pre-arrival acculturation,³ pre-arrival favorableness toward the United States, age, sex, academic program planned, marital status, type of college, duration of sojourn, and perceptions of American foreign policy in the Middle East associated with Middle Eastern students' adjustment to life in the United States and with their attitudes toward this country?
2. Is national status, as conceived by the student and as conceived by Americans according to him, associated with his attitudes toward the United States?
3. Is successful adjustment to life in America associated with success in college work?

The majority of the interviews were private and individual in nature, and only a few of them were group interviews of two or three students. The students were interviewed on campus and at their residences. On campus, the International House's lounge and the cafeteria provided excellent meeting places. Interviews were conducted also in the students' private offices, in their laboratories, or outdoors on a bench. The length of each interview ranged from 40 minutes to two hours.

The investigator also visited some students at their residences after an appointment was made for the purpose of interviewing them. All interviews were conducted in an informal and cordial way. Many students extended their hospitality to the interviewer during and after the interviews.

Each interview usually started with familiar questions about the subject's personal life while he was in his country in order to put the subject at ease and to gather from him some basic data concerning his life in his native land. Then, the questions covered the subject's pre-arrival conceptions of the United States, his first impressions of this country and the aims which he had hoped to achieve from his study in America. The next few questions attempted to evoke the subject's ideas concerning his college, its environment, and his social life during his sojourn here. There were other questions which were used to enable the investigator to discover the student's attitudes toward, and his images of the people and their culture. The questions that followed invited the student to compare his country with the United States and to rank his country in the light of certain criteria. He was also asked how he thought Americans rank it in order to discover whether there was an association between ascribed national status and the attitudes of the students.

¹ Marie Jahoda, Morton Deutsch and Stuart W. Cook, *Research Methods in Social Relations with Especial Reference to Prejudice, Part One: Basic Processes* (New York: The Dryden Press, 1951), p. 173.

² The two professors were Dr. George D. Spindler and Dr. Fredrick McDonald. See a sample of these interviews in the Appendix.

³ Pre-arrival acculturation refers to the degree to which the student had contacts with Americans abroad, and the extent to which he was influenced by these contacts.

The Student Sample⁴

The sample included all of the sixty-two Middle Eastern Arab students who were studying or in residence during the summer of 1958 at the following California universities and colleges: Stanford University, the University of California at Berkeley, San Francisco State College, University of San Francisco, San Mateo Junior College, the University of California Extension at Davis, Oakland Junior College, Sacramento Junior College, California Polytechnic College at San Luis Obispo, Modesto Junior College and Contra Costa Junior College.

The universities and colleges were chosen primarily on the basis of the size of their Middle Eastern student population, and secondly, of their physical proximity to the Stanford campus.

Since this sample of Middle Eastern students was representative only of the students in the universities and colleges mentioned above, the generalizations which were based on it apply primarily to them. The extension of these generalizations to larger Middle Eastern student bodies in other parts of the United States can only be justified if the samples in these areas are at least broadly similar to the sample of this study.

The Faculty Interviews

A second type of interview schedule was used with Foreign Student Advisers and with faculty members who supervised international students in the following universities and colleges: Stanford University, the University of California at Berkeley, San Francisco State College, and San Mateo Junior College. These institutions were selected because they had the majority of the Middle Eastern students in the sample of this study. The intent of these interviews was to provide additional information regarding five basic questions: (1) What are the major problems of Middle Eastern Arab students in American colleges and universities as perceived by these advisers? (2) What are the existing agencies and programs designed to meet the needs of the international students? (3) Are the Arab students satisfied or dissatisfied with their college life and with American life in general? (4) What improvements does the American college need in order to meet better the needs of international students, and the Arab students in particular, and to help them solve their problems? (5) What recommendations can be made for the educational authorities in the Middle East who are contemplating sending students to the United States?

Classification of the Data

1. The data, which were obtained from the Foreign Student Advisers and faculty members, were classified into five categories: major problems of the Arab students, existing programs for international students in specific American colleges and universities, general rating of the Arab students' satisfaction or dissatisfaction with college life, suggestions for the improvement of programs for international students in American colleges and suggestions for the improvement of student mission programs in the Middle East in order to facilitate the transfer of individuals from the Arabic culture and educational system to the American education and culture. These data were used to

- (a) supplement the data obtained from the students concerning their life in America;
- (b) aid in determining their satisfaction or dissatisfaction with this life;
- (c) make some recommendations to the Middle Eastern and American educational authorities aimed at facilitating the adjustment of Arab students to American education and culture.

2. The data which were obtained from the student interviews were classified into categories for each of the following: pre-arrival acculturation, pre-arrival favorableness toward the United States, age, sex, academic program planned, marital status, type of college, duration of sojourn, national status, perception of American foreign policy in the Middle East, and success in college.⁵

3. The dependent factor to which all these variables were to be associated was adjustment. Adjustment was defined for the purpose of this study as the expressed satisfaction of the Arab student with his sojourn in the United States. There were three separate ratings of the Arab students' satisfaction-dissatisfaction with their American sojourn. These ratings, however, had a high percentage of agreement (98 per cent) upon which a final satisfaction-dissatisfaction rating was made. These three ratings were as follows:

- (a) A rating of general satisfaction which was based on the opinions of the students' advisers and teachers who were interviewed by the investigator.

⁴For details concerning the sample, see Chapter III.

⁵For details on how the students were classified according to these categories, see Chapter IV.

- (b) A rating of general satisfaction of the student which was based on the opinion of his fellow students who knew him well. This was the least significant because some students did not want to express their opinions of their friends' problems and some students were too polite to make any objective evaluation of their friends.
- (c) The most significant rating was that which was obtained from the student interviews utilizing their response to the following questions in the interview schedule because these responses were direct expressions of each person's own feelings of satisfaction or dissatisfaction:
- (1) "After your present experience of studying and living in the United States, where would you prefer to study if you have the chance to do so again? And why?"
 - (2) "The following question is purely a hypothetical one: if you have no obligations of loyalty to your country, and if you have the freedom of choice, where would you like to settle: here in America or in your native land? Follow-up questions: If preference is to stay in home land, what disadvantage do you see in life here? If preference is to stay here, what advantages do you see in life here?"
 - (3) "How do you use your leisure time here? What kind of activities do you participate in? Follow up question: Of what nationality are those who participate in the activities in which you take part?"
 - (4) "What values do you personally find in studying in your present college or university? What shortcomings do you find in this institution? What do you think of the extra-curricular activities in this institution?"
 - (5) "Do you believe that many American students are friendly and interested in becoming friends with Arab students? Why? What about Americans in general?"
 - (6) "Do you think that many Arab students like to associate with American students? With Americans in general? Why?"
 - (7) "What do you think of American girls (or men)? Do you think that Arab students have any difficulty in making dates? If yes, why?"
 - (8) "What problems of adjustment, in your opinion, are most common to the Middle Eastern Arab students in America? (Problems such as social manners, language, school work, food, sex, living quarters, homesickness, etc.)"

The expressed opinions of the students in answering these questions constituted an important basis on which ratings of satisfaction or dissatisfaction with the sojourn were made. The following examples will illustrate how satisfaction and dissatisfaction were found respectively on the basis of the responses of two students.

The first excerpt⁶ indicated a highly satisfied student. He said:

Before I came here, I thought Americans were materialistic, but I changed my mind after I stayed here. Americans are less materialistic than most of the Oriental people I received a great deal of help from Americans and I love to visit their homes and go out with them. I respect the American civilization and I know that we can learn a lot here. . . . I like the scientific studies, and their liberal methods of teaching.

I think Americans are friendly with everyone, especially with foreign students, but many Arab students do not like to associate with Americans because these students have ultra-nationalistic tendencies. . . . American girls are by far better than our girls, and I prefer to marry an American girl.

I like American democracy. There is no master and servant here. All are the same. I believe that we should become 'Americanized'.

I really prefer to live in America. Food, clothes, freedom are all better here (than in my country). . . it is too much sacrifice to live in (native country) . . . and even if I have to go there (native country) I would like to come back here.

⁶ A cautious statement must be made here. These two excerpts do not represent two continuous statements but represent many scattered quotations put together from the responses of two students with extreme satisfaction and dissatisfaction for the purpose of illustration. The rating of each response depended on the over-all satisfaction or dissatisfaction expressed in it.

While there is no doubt that the previous remarks bear out a high satisfaction on the part of the student, the following remarks show clearly the dissatisfaction of another Middle Eastern student:

Fundamental knowledge is not given in many American colleges. They concentrate on such trivial things such as courses in square dancing. Even when geography is taught here, all the information given is not directly on geography. America lacks a 'civilization'. . . . People here feel that they are rich, but they are only rich in material things, not in knowledge. If you want to have a 'fast' degree, take it here, but if want a 'real' education, go to Europe. . . . Americans spend their time reading cartoons or watching cowboy shows on T. V. but they do not buy a good book to read. Americans do not appreciate good music, art or literature as Europeans do. . . . It is very rare to find an American businessman who is really educated except in his narrow business. . . . The American person lives in a vicious circle: he works hard for the money, and goes home tired to sleep, work again and sleep again. He does not know what is going on. Take for instance his envy of his neighbor, his belief in cheap advertisement and his belief in what he hears. . . . Their (American) news commentators who write fast and think in a superficial manner tell the American people that other people and nations are either black or white, bad or good. . . . People here don't have the courage to face reality which is the continuous rise in prices and salaries because this does not help the country.

Americans have in reality one party not two, because the Democratic and the Republican parties are just the same. There are conditions and regulations which prevent the establishment of new parties. . . .

4. In order to check the reliability of the investigator's interpretation of the protocols and hence his analysis of the students' satisfaction or dissatisfaction, an independent rater read the protocols and analyzed each subject's satisfaction or dissatisfaction. A high percentage of agreement (95 per cent) was found between the investigator's rating and those of the independent rater.

5. After the satisfaction-dissatisfaction rating for each student was determined and convenient categories for each variable were established, contingency tables were drawn to associate each variable with the dependent factor, which is satisfaction or dissatisfaction.

6. In order to discover whether any association existed between each variable and satisfaction or dissatisfaction, the chi square analysis of independence was used. A detailed statement on the finding of this analysis will be found in Chapter IV.

CHAPTER III

THE SAMPLE AND THE INTERVIEWS

This chapter will present the following: (1) a detailed description of the sample of the study, and (2) the data gathered from the student and faculty interviews and selected quotations from the student interviews in order to illustrate the significant trends in the students' responses.

The Sample

The sample of this study consists of all the 62 Middle Eastern Arab students who were studying or in residence during the Summer Session 1958-1959 at selected California colleges and universities as shown in Table I. The only exception was the student who was visiting the Berkeley campus of the University of California from the University of New Mexico.

The students interviewed came from Iraq, Jordan, Kuwait, Lebanon, Lybia, Sudan, the United Arab Republic and Yemen. Table 2 shows the number of students from each of these countries.

Table 3 indicates that the students in the sample range in age from 19 years to 36 years.

TABLE I
DISTRIBUTION OF THE SAMPLE ACCORDING TO COLLEGES
AND UNIVERSITIES

Colleges and Universities	Number of Arab Students Interviewed
University of California at Berkeley	31
Stanford University	15
San Francisco State College	3
San Mateo Junior College	3
University of California Extension at Davis	2
Modesto Junior College	2
University of San Francisco	1
Oakland Junior College	1
Sacramento Junior College	1
California Polytechnic at San Luis Obispo	1
Contra Costa Junior College	1
University of New Mexico	1
Total	62

TABLE 2
DISTRIBUTION OF THE SAMPLE ACCORDING TO NATIVE COUNTRY

Country	Number of Students Interviewed
Iraq	21
United Arab Republic (a) Egyptian Province	13
(b) Syrian Province	5
Jordan	9
Lebanon	5
Kuwait	4
Sudan	3
Lybia	1
Yemen	1
Total	62

TABLE 3
DISTRIBUTION OF THE SAMPLE ACCORDING TO AGE

Age in Years	Number of Students	Percentage of Students
19 - 23	13	20.0
24 - 28	33	53.0
29 - 33	12	19.3
34 - 38	4	7.7
Total	62	100.0

The students in the sample were predominantly single male. Of 62 students interviewed, only 4 were girls and only 13 were married. Among those married students, only one left his wife in his native country while he was studying in the United States. Most of those students were married to Arab spouses. Only three were married to American girls, one to an Egyptian-American girl, and another to a Dutch girl whom he met here.

As for the academic status of the subjects interviewed, the majority were studying toward graduate degrees, as shown in Table 4.

TABLE 4
DISTRIBUTION OF THE SAMPLE ACCORDING TO THE ACADEMIC
DEGREES TOWARD WHICH THE STUDENTS WERE STUDYING

Degrees	Number of Students
Undergraduate	
B. A. and B. S.	17
Graduate	
M. A. and M. S.	17
Ed. D., Ph. D. and M. D.	28
Total	62

The students were distributed over twenty-five fields of study in their American colleges and universities, as shown in Table 5. All of the students were engaged in studies in the scientific field whether pure, applied or descriptive. No student was found to be attracted to the field of "literature" or to the "fine arts."

Table 6 indicates that the students' sojourn in the United States varied from six months to twelve years. However, over half of these students had stayed between 6 months and 35 months. Only one had stayed seven years, another had stayed ten years, and still another had stayed twelve years in the United States.

Financially speaking, the majority of the students had to support themselves during their sojourn in this country. However, full scholarships from the students' native governments, and scholarships and fellowships from their American universities which helped pay part of their expenditures, were enjoyed by over one-third of these students, as shown in Table 7.

TABLE 5
DISTRIBUTION OF THE SAMPLE ACCORDING TO FIELDS
OF ACADEMIC CONCENTRATION

Academic Field	Number of Students
Engineering	6
Architecture	5
Political Science	5
Education	4
Business Administration	4
Chemical Engineering	3
Economics	3
Chemistry	3
Entomology	3
Electronics	3
Electrical Engineering	3
Geology	2
Genetics	2
Physics	2
Public Health	2
Law	2
Agriculture	2
Geophysics	1
Sociology	1
Social Science	1
Agricultural Engineering	1
Agricultural Economics	1
Petroleum Engineering	1
Mathematics	1
Home Economics	1
Total	62

TABLE 6
DISTRIBUTION OF THE SAMPLE ACCORDING TO THE DURATION OF
SOJOURN IN THE UNITED STATES

Duration in Years and Months	Number of Students
0.6 - 1.11	27
2 - 2.11	10
3 - 3.11	8
4 - 4.11	3
5 - 5.11	8
6 - 6.11	3
7 - 7.11	1
8 - 8.11	0
9 - 9.11	1
10 - 10.11	0
11 - 11.11	1
12 - 12.11	1
Total	62

TABLE 7
DISTRIBUTION OF THE SAMPLE ACCORDING TO SOURCES OF
FINANCIAL SUPPORT DURING SOJOURN IN THE
UNITED STATES

Source of Support	Number of Students	Percentage of Students
Own family and part-time work	35	56.5
Native government scholarships	21	34.0
American universities' scholarships, fellowships, and assistantships	6	9.5

The Data

Each student in the sample, previously described, was interviewed. According to the investigator's "Interview Schedule," all students were asked certain open-ended questions.¹ The students' responses to these questions constituted the most significant part of this study's data. The other data were based on interviews with faculty members and Foreign Student Advisers. In this section, an attempt will be made to describe how the Arab students responded to the various questions of the Interview Schedule. The questions included in this schedule were as follows:

1. "Now, let us start by asking you some questions about yourself:
 - a. How old are you?
 - b. Are you married? If yes, is your wife (or husband) with you? What is her (or his) nationality? If your wife is not here, how do you feel about this temporary separation?"

The students' answers to the questions concerning their age and marital status were shown in the early part of this chapter. There were thirteen married students, all of whom except one had their wives with them in the United States.

As to how the married students felt about leaving their families in their native countries, the general tendency, even among those whose wives were here, was to regard any family separation as painful and worrisome. The only married student in the sample whose wife was left in the Middle East commented:

¹ See Appendix.

My stay in America was very useful. No doubt about that, but the separation from my wife and children made me unable to enjoy life here. Being far away from my family created many problems to me. Before, I used to live in my home, but now I live as a single man. I cannot stand this change in my life. I am studying hard so that I can return to my home faster.

Another married student whose wife was here informed this investigator that:

The first time I came to America I left my wife and children back home. But I could not live alone, so I went back home and then returned here for the second time with my family. What a difference I find now. I have less worries. I have a home now to come to from school.

2. "I understand that you came from (country). In what city did you reside? How long?"

Seventy-six per cent of the students (or 47 students) had lived in the big cities of the Middle East such as Cairo, Alexandria, Beirut, Tripoli, Damascus, Aleppo, Jerusalem, and Baghdad. These cities present many adequate opportunities for learning about the Western culture. Also, many foreigners work and pass through these cities. Therefore, the students who lived in these cities presumably had better chances of acculturation to the Western life than the 15 students who had lived in the small towns and villages relatively isolated from Westernization. When one of these latter students comes to the United States, the cultural change is more sudden and shocking to him than to a student from the Westernized city of Beirut, for instance. Therefore, knowing where each student resided helped in estimating the degree of cultural adjustment which each had to make to life in the United States. Table 8 shows the cities from which the Arab students came to the United States.

3. "What types of activities did you engage in there? Have you ever been associated with persons other than your own countrymen? What was the nature and duration of the association?"

The most common leisure time activities were spending the time in coffee shops, walking, going to the theaters which showed mostly American movies, participating in sports such as soccer, basketball, volleyball, and swimming, and attending political rallies. One student mentioned proudly that he had participated in fifty-six school strikes in the Farouk era in Egypt."

Only 6 per cent of the student responses mentioned going out with girls, and those who mentioned it were from families with Western orientation, as shown in Table 9. Seventy-one per cent of the students had associated with their own countrymen or other Arabs. However, 29 per cent of the students mentioned that they had either studied in American institutions in the Middle East, worked in American firms, or in firms where Americans were employed. One student mentioned that he attended parties given by the American Friends of the Middle East in Baghdad. Another student recalled that she was working for the Fulbright group in Egypt. A third student mentioned that he attended Robert College in Istanbul and was introduced to American culture there. A fourth student talked about the similarities between his studies at the American University at Beirut and those of this present college. A fifth student mentioned that he had worked for Socony-Vacuum Company in Damascus for six years and that he met many Americans through his job there. A sixth student's experience, while working for the Iraqi Petroleum Company and ARAMCO in Lebanon, had helped him form a rather accurate image of America.

4. "To what degree has your town been influenced by Western culture? How was this influence manifested in your own life there?"

Seventy-six per cent of the students (or 47) who resided in the large metropolitan cities in the Middle East thought that Westernization had already penetrated their cities and had affected in varying degrees the lives of the city dwellers. To illustrate the impact of Westernization on their cities, many students referred to the up-to-date material goods which had been flowing into their cities. They mentioned the modernization of people's clothes and houses. Western ideas on democracy, justice and law were discussed every day in books, periodicals and newspapers. Western literature was introduced to the reading public through translation into Arabic. The spread of technological knowledge was enhanced by Western educators and experts in the Middle East as well as by native students who had studied abroad. Nationalism itself can be attributed, among other sources, to the flow of Western ideas into the Middle East.

The students were affected by Westernization in varying degrees. Many were enthusiastic about using Western knowledge and science for the advancement of conditions in their country. Others felt that Arabic ideology and religion must guide the way to the changes needed in the Middle East. Sixty-two per cent of the students were totally agreeable to Western ideas and technology, and 38 per cent of them were agreeable only to the material aspects of Western culture but did not find Western ideology compatible.

TABLE 8
CITIES FROM WHICH ARAB STUDENTS CAME TO
THE UNITED STATES²

Name of City	Number of Students
<u>Westernized Cities</u> (Great influence of Westernization on the whole or part of city)	
Beirut, Lebanon	4
Alexandria, U. A. R.	5
Cairo, U. A. R.	8
Jerusalem, Jordan	7
Baghdad, Iraq	14
Basrah, Iraq	2
Tripoli, Lebanon	2
Benghazi, Libya	1
Damascus, U. A. R.	4
Aleppo, U. A. R.	1
<u>Non-Westernized Cities</u> (No effect or very little effect of Westernization)	
Kuwait, Kuwait	4
Ana, Iraq	1
Sulaimanyah, Iraq	1
Sana, Yemen	1
Amman, Jordan	1
Hila, Iraq	1
Rawa, Iraq	1
Kirkuk, Iraq	1
Um Durman, Sudan	3
Nablus, Jordan	1

TABLE 9
LEISURE ACTIVITIES OF ARAB STUDENTS IN THEIR
NATIVE COUNTRIES

Leisure Activities	Percentage of Replies
Going to Movies	32.0
Sitting in Coffee Shops	24.0
Participating in Sports	20.0
Participating in Political Discussions and Political Rallies	12.0
Walking	6.0
Going out with Girls	6.0
Total	100.0

² Students who resided in Westernized cities comprised 76 per cent of the sample. Students who resided in non-Westernized cities comprised 24 per cent of the sample.

5. "When did you come to the United States?"

The responses to this question were classified in Table 6.

6. "What did you think of the United States before you came? Were those ideas coincident with your first impressions of the United States when you arrived here?"

Seventy-one per cent of the students (or 54 students) had exaggerated images of the United States before they came to this country. These images were sometimes idealized forms of life and people in the United States and, at other time, were misconceptions of this country which tended to underestimate the American people and their culture. Only the 18 students (or 29 per cent) who had associated with Americans or had studied in American institutions in the Middle East seemed to have a realistic image of what they were to find in the United States upon their arrival.

Following are some of the responses of those students who had held various misconceptions about the American people and their culture. One Egyptian student remarked:

I thought that the United States was highly modernized, its people are confident, its society is wonderful. Personally I felt that from different propaganda made by the United States. This country is living a propaganda type of life.

---But what do you mean by propaganda? Do you mean advertisement?

Yes, advertisement that makes a cheap thing seem expensive. Their (American) life is based on this type of fallacy.

A second Iraqi student remarked:

I imagined America as an extraordinary country. I got this idea from movies, and from the propaganda of those Iraqis who returned from the United States. When I came, I was disappointed. I found Europe even more beautiful.

A third Jordanian student had even a bigger misconception regarding the making of money in the United States:

I thought it (America) to be the land of everything. I thought people were the nicest on earth. Too bad I did not see that. I thought that money is thrown on the streets, and everyone can pick it up.

A fourth Egyptian doctor held the following ideas on American girls and on cowboys:

I thought America to be an advanced country: too many cars, life is easy and inexpensive. I thought the girls ran after the boys here, especially if the boy had a dark hair and black eyes like me. I thought that the streets are filled with wandering cowboys.

A fifth Syrian student explained what he termed as his idealized "image" of the United States:

I expected to find America a very advanced country. I expected the Americans to go out of their way to help the foreigner. I thought educational opportunities are made easy to the foreigner here. I thought it is easy to find jobs along with my studies. I idealized everything about America from the American movies which I saw in Damascus.

A sixth Sudanese student was conscious of the color of his skin and therefore was expecting "the worst" as the student termed it. He said:

I heard a lot about the American's prejudice against Negroes. I tell you, I was expecting the worst. The people, I felt, would not be friendly with me. Fortunately, when they (Americans) know that you are a foreigner, they try to be nice to you and help you.

A seventh Jordanian student said:

Our (Arab students') impressions are of two extremes in regard to America. It is either a happy country or a bad place to live in. My own erroneous impressions

of America before coming here were (1) that people do not work hard here, (2) that there is no order or tradition in America, (3) that each works alone and for his own advantage disregarding the benefits to others, and (4) that there is a great number of illegitimate children.

An eighth Egyptian student had a peculiar image of American homes. He said:

I know this sounds funny, but I expected to find all American homes skyscrapers. American movies and the students who returned from America led me to believe this. Also, I thought the Americans threw their dishes after they finished their meals. I did not know that that applies only to paper plates and paper cups. Some students who returned from America spread the news that Americans often drive their homes to their offices. I did not know that that applies only to the trailer homes.

Summarizing the misconceptions found among the Arab students interviewed, the following seem to be the most common ones:

- (a) Americans are all very rich. Money is easily obtained.
- (b) American life is a mechanized life. Everything is done by pressing a button. That is why human beings resemble machines in America.
- (c) American girls are all boy-crazy, and especially prefer those with dark hair and black eyes.
- (d) Life in America is nothing but continuous fun and recreation.
- (e) American colleges are all mills for fast degrees.
- (f) Americans are irreligious and immoral.
- (g) Negroes in America are persecuted everywhere.
- (h) Cowboys and gangsters are all around the country.
- (i) The American family is losing its unity.

In addition to these kinds of responses, the following indicate various kinds of seemingly less distorted and generally more positive images of the United States in the minds of 29 Arab students who had had contacts with Americans in the Middle East. A Jordanian young lady said:

Before I came here, I thought America to be an extraordinary country. A country with a high level of living, with a tremendous industrial production, and with people who are hospitable and kind. True there is some prejudice in America, but where on earth can you find people with no prejudice at all? I certainly found when I came to America what I had expected.

A second Lebanese student was well satisfied that what he found in America was more or less as he had imagined:

Americans are like other people. There are good Americans and bad Americans. I thought the majority were hard workers, free to act or speak, and well-meaning people exactly as I learned about them in Beirut. When I came, I knew this was the 'paradise' that the Lebanese were talking about.

A third student from the Sheikdon of Kuwait mentioned:

I used to learn about America from the students who returned from it. Also, I knew many Americans in Kuwait. It was no surprise to me to find life here nice, and American families very friendly.

7. "Well, have the past (number) of years which you have spent in the United States changed any of your first impressions of the United States? If so, in what way?"

Ninety-five per cent of the students interviewed (or 58 students) indicated that first impressions cannot be relied upon because they result from only a few experiences. They pointed out that residing in the United States for a period longer than a few weeks enables each student to have many other experiences which would verify or discredit his early impressions. Even after a few years' experience in one section of the United States, some stated that one cannot generalize concerning the whole country and its entire population. However, the fact remains that the majority of the students tended to generalize in regard to the United States as a whole, and its entire population. Almost all of the students had entered the United States via New York City. Therefore, the first impressions were influenced by the New York environment. The most common impressions were:

- (a) The streets are crowded with people and cars.

- (b) Skyscrapers were admired as a symbol of American progress.
- (c) Everything moves fast--even pedestrians.
- (d) The system of highways is orderly and wonderful.
- (e) Mechanization appears in many things--even in the restaurants (the automat type in New York).
- (f) It is difficult to find one's way around.
- (g) It is difficult to converse with Americans because the British English language is different from the Americanized English language.
- (h) American people are materialistic.
- (i) As one student summed up the first impressions: "the feeling I was lost in a big, busy world."

Ninety-five per cent of the students changed totally or partially their early impressions because of the experiences which they had had afterwards. The experiences of the rest of the students seemed to have confirmed their early impressions of the United States. A description of the common images of all the students will follow question 16, which deals with the main characteristics of the American culture.

8. "After your present experiences of studying and living in the United States, where would you prefer to study if you have the chance to do so again? And why?"

Fifty-nine per cent of the Arab students interviewed (or 31 students) indicated that they would like to come back to the United States if opportunities to do so in the future would be available. The other 25 students (or 41 per cent) said that they would like to study in another country if opportunities to study abroad would be extended to them.

Those students who wanted to return to the United States for further study gave the following reasons for their desire:

(a) The students have become acquainted well with the United States and its people. An Iraqi student, who stayed here for six and a half years, represented this view well when he said, "I would choose to study again in the United States because I got adjusted to life here. I have no problems. I feel here like I am home."

(b) They were satisfied with their American colleges and their offerings.

(c) They were able to study and work at the same time. Many students admired the availability of opportunities for part-time employment.

(d) They were impressed by the generosity and friendliness of the American people with whom they had associated.

(e) Their knowledge of English made returning to America more plausible than going to France or Germany, for instance.

(f) They were impressed with democracy in American education as compared to the rigid methods of teaching in England, for example.

Of those students who wanted to study in another country if given another opportunity to study abroad, about one-third (8 students) desired this change simply because they would like to learn about other people and other cultures. Those students even mentioned apologetically that they really liked the United States and the American people, but just wanted to find out about European education and culture.

The remaining students (17 students) had the following reasons for not wanting to repeat their educational experiences in this country:

(a) American education emphasizes quantity but not quality. One Iraqi student termed American education as "mass-education."

(b) European culture is better known in the Middle East than American culture. The Arab students interviewed had more opportunities to meet Europeans in the Middle East than Americans there.

(c) There seems to be a great deal of propaganda against the Arabs in the United States which hurts the Arab students' self-esteem.

(d) American foreign policy in the Middle East was regarded as a barrier against fully enjoying one's sojourn here. An Iraqi student explained his frustrations in this regard thus:

It is hard to communicate with people here especially concerning our country. They think of us as primitive people who live in huts and ride camels in caravans across the sand-filled Saharas.

(e) The European people are regarded as less individualistic than the American people.

Of the 24 students who preferred not to study in the United States, 7 indicated a special preference to go to England, 2 to France, one each to Germany, Switzerland, and Russia, and two to any country other than the United States.

6. The following question is purely a hypothetical one: if you have no obligations of loyalty to your country, and if you have the freedom of choice, where would you like to settle--here in the United States or in your native land?

Follow-up questions: (a) If preference is to settle in native land, what disadvantages do you see in life here? (b) If preference is to settle in the United States, what advantages do you see in life here?

The students' responses indicated that 51 students (or 82 per cent) preferred to settle in their native lands, 9 students (or 15 per cent) decided to stay permanently in the United States, and 2 students (or 3 per cent) were willing to settle in their homelands if opportunities for work would be available.

Of the 51 students who preferred to live in their native countries, 29 students (or 60 per cent) made this choice because they believed that their services are much more needed in their countries than in the United States; however, they found little in the United States about which to complain.

Eleven students (or 21 per cent) preferred to return to their native countries because of personal and emotional reasons. Eight students felt that their homelands provided them with emotional security. They said that they would not feel that they were "foreigners" any longer in the Middle East as they did in the United States. Three students mentioned that they would find self-respect and their feeling of belongingness would be satisfied when they again lived in the Middle East. Three other students also indicated that they would like to live in their native lands to enjoy their family's wealth and/or established positions. Two students felt that their countries would provide better environment for the practice of their religion, Islam.

Ten other students (or 19 per cent), however, attributed their desire to settle in the Middle East partly or totally to their dislike of American life. Among their comments, the following are the most common:

- (a) Race prejudice in America injures human dignity.
- (b) American marriages do not last and American families are very loose.
- (c) Everything in the United States is superficial including friendships.
- (d) Materialism is the religion of America.
- (e) There is too much conformity in America.
- (f) Social life in the United States is very frustrating. American girls are superficial and unemotional.

The nine students who wanted to stay permanently in the United States gave as their most common reasons the following:

- (a) Better opportunities of work and advancement are available in America.
- (b) In America, one finds freedom and equality.
- (c) Americans are good-meaning and white-hearted people.
- (d) The United States provides the best material comforts in the world.

(e) Two students mentioned that because they were Christians, they prefer the United States in order to practice their religion freely.

There were two students who were hesitant to make a decision. It appeared that they favored living in their native lands only if good financial opportunities were available to them. But they indicated indirectly that these opportunities did not exist and therefore they would be classified with those students who preferred to remain in the United States.

10. "How do you use your leisure time here? What kind of activities do you participate in? Follow-up question: Of what nationality are the individuals who participate in your activities?"

The activities which occupied the students' leisure time were: attending parties, going on dates, participating in sports, frequenting movies, reading, going on picnics, taking part in political discussions, traveling throughout the United States, driving, visiting night-clubs, listening to music, playing the piano, and watching television. The frequencies with which each of these activities were mentioned are shown in Table 10.

TABLE 10
LEISURE TIME ACTIVITIES OF ARAB STUDENTS
IN THE UNITED STATES

Activity	Percentage of Replies
Attending parties	21.0
Having dates	19.0
Participating in sports (soccer, tennis, swimming and ping-pong)	10.0
Movies	10.0
Reading	9.0
Going on picnics	9.0
Discussing politics	9.0
Traveling	3.5
Driving	2.5
Listening to music	2.5
Attending night-clubs	2.5
Playing the piano	1.0
Watching television	1.0

Forty per cent of the interviewed students (or 26 students) preferred to spend their leisure time activities with fellow Arab students, 24 per cent of the students (or 13 students) selected American friends as partners in their leisure activities, and 36 per cent (or 23 students) had both Arab and American companions in their leisure activities.

The most common activities in which Arab students usually interacted with other Arabs were picnics, sports, traveling and political discussions, whereas the most popular activities in which Arabs participated with Americans were attending parties, having dates, going to movies, and attending night-clubs.

11. "(a) What values do you personally find in studying in your American college or university?
(b) What shortcomings do you find in this institution?"

The students' responses to these two questions indicated their general satisfaction with their American colleges and universities. Eighty-four per cent of the students (or 52 students) pointed out that the values of these institutions to them were greater than their shortcomings. Only 16 per cent of the students (or 10 students) were completely critical of their colleges.

There was a very wide spread of responses covering the various aspects of American colleges and universities, such as college atmosphere, curriculum, extra-curricular activities, students and the professors.

Therefore, it may be helpful to sum up in the following pages the most frequent values and shortcomings attributed by the Arab students to the American colleges and universities in which they were

studying. These values and shortcomings may be classified under the following seven categories: curriculum, professors, methods of education, extra-curricular activities, college plant and facilities, and miscellaneous remarks.

A. Curriculum.

1. Value. --Ninety per cent of the students (or 56 students) thought that the curricula in liberal arts and applied sciences are much broader and deeper in the American college than in the Middle Eastern colleges and universities. The curricula are always well-defined in terms of certain objectives and have to be covered in a definite period of time. Although the system of elective courses was new to the Arab students who were more familiar with the rigid groups of required courses with very little choice, they praised the freedom which electives provide. The continuous writing and revision of textbooks satisfied the demands for continuous change and revision in college curricula.
2. Shortcomings. --Ten per cent of the sample (or 6 students) had the following criticisms of the curriculum in American colleges: (a) it provides too much information which will not be used in one's own field of concentration; (b) it emphasizes quantity, not quality and depth of the topics studied; and (c) it emphasizes the provision of cold facts without any emphasis on arousing thinking and motivating further research.

B. Professors.

1. Value. --American professors seemed to have impressed the majority of the students (84 per cent of the total sample) by their co-operation with their students, the democratic and liberal atmosphere which they provided in the classroom and outside of it, their high caliber and continuous research, and by their objectivity in dealing with the areas of study as well as with their students.
2. Shortcomings. --The minority of the students (10 per cent of the total sample) stated that their professors (a) were prejudiced against Arabs; (b) lacked the ability to discipline their students; and (c) neglected research and counseling their students because they were too busy. Another criticism was that some instructors were unqualified graduate students who taught other graduate students.

C. Methods of Education.

1. Value. --Ninety-five per cent of the students (or 59 students) were impressed by the use of democratic methods in conducting classes in their American colleges. Seventy-four per cent of the students (or 46 students) mentioned that applying pressure on the students and motivating them to co-operate with each other on the one hand, and to compete on the other tended to stimulate the student to put forth his best efforts. The use of many references and the syllabi in each course were hailed by eighty-one per cent of the students (or 50 students) because they found that these methods motivated them toward reading more books in the courses. Twenty-six per cent of the students (or 17 students) thought that examinations were fair and the grading system was not discriminating. These liberal and democratic methods of education were, without any doubt, the most impressive things which the majority of the students mentioned with great admiration.
2. Shortcomings. --Twenty-six per cent of the students (or 16 students) thought that the pressure applied in teaching tended to arouse in them many anxieties and frustrations instead of motivating them to study harder. These students also mentioned that there were too many examinations and regulations for the graduate student. Seventy-four per cent of the students (or 46 students) were frustrated by the objective type of tests which was new to them and felt that many of the objective examinations in college depended more on luck and guessing than on intelligence or achievement. It is interesting to relate the comments of one of the interviewees regarding this. He said:

In one test we had lately, I was really shocked. You see the test was mostly a true-and-false test, and I noticed that the boy beside me put his hand in his pocket and got a penny. He threw it in the air and then grabbed it. He looked at it, and started to answer one item. He did that many times and after each time he would answer an item of the test. When the test was over, I asked this student what he was doing, and he said that if the coin landed and it was tails, he would write false but if it was heads, he would write true.

Twenty-eight per cent of the students (or 18 students) mentioned also that there was a greater emphasis on the grade than on the amount of learning. These students mentioned that because of the great emphasis on competition among students, the students seemed to be too individualistic and to lack the spirit of co-operation. For the newer students, especially, the area of testing and grading seemed to have produced some noticeable frustrations.

D. Extra-Curricular Activities.

1. Values. -- Eighty-four per cent of the students (or 52 students) thought that American colleges provided excellent social and cultural activities for all their students, and for their international students in particular. The International House movement in American colleges was praised by some and criticized by others. Those who like the International House (72 per cent of the students) thought it provided a valuable place in which international students could conduct their social and cultural activities with other students.

Eighty-four per cent of the entire student sample approved of their colleges' role in attempting to introduce the student to individual American families in order to make new friends and enlarge his social circle.

2. Shortcomings. -- Some students (16 per cent) felt that extra-curricular activities in American colleges are planned basically for the benefit of the American student; therefore, the chances of participation in these activities by the international students are limited. An Iraqi student, who had studied in a Southern university for instance, attempted to illustrate how sorority houses limit their contacts to Americans by saying:

I used to date an American girl from a sorority at (university), but the girl used to meet me about 5 to 6 miles from the sorority house because she did not like her friends to know that she was dating a rather non-white foreigner.

Further discussion of the students views on dating and mixed social activities will be described under question 14.

Another student expressed the view of the twenty-eight per cent of the Arab students regarding the shortcomings of the International House this way:

Well, we came to America to meet Americans not other foreign students. This seems to be what we are doing in the International House. Many foreign students reside in the International House but few Americans do, so what happens? In America, you meet more Indian, Pakistanis, Chinese than Americans, and if this is your social circle, you will return to your country with probably a good idea of how the Indians live but with a poor idea of how Americans really live.

E. College Plant and Facilities.

All of the students showed their surprise of the large number of colleges and universities in America, and the majority of the students (60 students or 98.84 per cent) admired the beautiful and functional college campuses and classrooms. These students believed that their college provided the best facilities in their fields, especially the experimental sciences. There were only two students (1.24 per cent) who made unfavorable remarks regarding the physical plant or the facilities of the colleges in which the interviewees were studying.

F. Miscellaneous Remarks.

Twenty-four students made many favorable remarks regarding the close relationships between the college and its community, and the effect of colleges on the community through adult education and lectures.

The bulk of the negative remarks, aside from what has already been mentioned, were directed toward the lack of discipline in the college classroom (12 students) and especially in elementary and high schools, (52 students) and the lack of respect toward instructors and professors (32 students).

12. "Do you think that American students are friendly and interested in associating with Arab students? If not, why do you think so? What about Americans in general?"

Forty-seven students (or 74 per cent) thought that American students and Americans in general were very friendly and interested in interacting with the Arab students provided that these students show some interest too. Many Arab students explained that the American people are similar to other people in that they would interact and make friendships if there is a mutual desire for this interaction. Therefore, before thinking that Americans are unfriendly, the Arab students must examine themselves to find out if they have been willing to try to make friends themselves.

A Syrian student represented this idea when he said,

Americans are friendly. They are willing and have a desire to talk to Arab students. However, they do that not because the person is an Arab nor to benefit themselves from his views, but simply because he is a nice person.

Another Arab student from Iraq said,

The Americans are really nice people. All my relationships with Americans were very satisfactory. Of course, they are cautious at the beginning when they first see you, but when they know you, they accept and value your friendship. True, their friendship is rather superficial if it is compared with our concept of friendship, but it is still satisfactory if it is well-understood within the context of their own culture. Surely, one cannot expect the dominance of the Arabic culture in America.

Twenty-four per cent of the students in the sample (or 15 students) thought that American students, and Americans in general, are unfriendly and disinterested in associating with Arab students. The following are the most common reasons given by these students to account for American unfriendliness

- a. Americans are prejudiced against foreigners.
- b. Americans are afraid that foreigners may poison their minds.
- c. Americans have superiority feelings.
- d. Americans have interests different from those of the Arab students.
- e. Americans have a distorted picture of the Arabs. They think that Arabs are backward people and are very aggressive.
- f. Americans are too busy to make friendships with other people.
- g. Americans think that their taxes are being spent on foreign students.
- h. Some Americans think that international students will stay in the United States and compete with them for jobs.

An Egyptian student was bitter about the American students' relations with Arab students:

Yes, Americans like to associate with you only to make fun or a fool of you. Some Americans have usually anti-Arab views, and they only want to contradict you and make you mad.

Another view of American friendship is more typical of those who criticize Americans. An Iraqi student said,

Friendship here is very superficial. I met many Americans in particular who asked me many questions and shook hands with me, then forgot even to greet me the following morning when they would see me.

13. "Do you think that Arab students are interested in associating with American students? If not why?"

Forty students (or 65 per cent of the students in the sample) thought that Arab students wanted to associate with Americans, to make new friendships with Americans, and also to learn from them about their complicated culture.

Thirty-five per cent of the total sample (or 22 students) thought that Arab students did not want to associate with Americans. They thought the following to be the causes of the lack of interaction on the part of the Arab students with their American counterparts:

- a. Many Arab students have a language barrier since they do not know English well.
- b. Many Arab students are shy and lack social polish.
- c. The difference in customs between the American culture and the Middle Eastern culture make starting a friendship with Americans difficult for the Arab students.
- d. Some Arab students feel they are "foreigners" when they are with Americans, so they prefer to socialize with other Arab students in order to gain the feeling of "belongingness."
- e. American friendship is seen by Arabs as superficial and short-lived.
- f. Arabs like to engage in political discussions and therefore tend to be drawn to other Arabs who are interested also in discussing politics. Americans seem to care little about international politics.
- g. The desire of some Arab students to talk in their own language draws them closer to other Arabs.
- h. Some Arab students are introverts.
- i. The college atmosphere does not provide many opportunities to know Americans.

A Syrian student's response may illustrate a typical view here:

Few Arabs know Americans. Many Arabs do not want to associate with Americans because of the differences between the American culture and the Arabic culture. It is easier for them (Arabs) to talk among themselves. Also, they are shy. The atmosphere does not help either. The only place to meet Americans is in the lecture hall and that's not a good place. There are no societies here to mix Arabs with Americans. The I. House (International House) is a big failure to me. It's a frustrating place because when you go there, you tend to meet Arabs and other foreign students, and you do not have a good social life.

14. "What do you think of American girls? Do you think that Arab students have any difficulty in making dates? If yes, why?"

All the responses indicated that the students viewed American girls favorably in some ways and unfavorably in others. Favorable comments were usually as follows:

- a. American girls are free to think, and feel responsible for their own behavior. Therefore, they can be proud of their independence and of their equality with men.
- b. American girls are beautiful or at least know how to make themselves so.
- c. American girls are sociable and tactful.
- d. American girls are stable once they are married.

The unfavorable remarks frequently were as follows:

- a. American girls are superficial. They lack the warmth of the Eastern women.
- b. American girls are unstable in their premarriage friendships. They know many boys before they usually get married.
- c. American girls make boys feel superior before marriage and when they become wives, they boss their husbands.
- d. American women do not stay at home as long as Eastern women do. This is one reason why the American family is weak, the relationships among its members are loose, and the rate of divorce is high.

e. American women imitate men in so many ways that some seem to have lost their femininity.

To illustrate these remarks, typical quotations from the responses of four different Arab students follow. A graduate student from Egypt said:

American girls are more friendly than our girls, but the beauty of our girls and their natural charm with their feminine character make them look better in my eyes than the American girls. I am going to generalize here, and I know that there are exceptions, that many American girls are losing their femininity and their apparent beauty is made up only. From the social point of view, American girls are more sociable and feel more equal to the man.

An Iraqi student who was conscious of his dark skin said:

American girls would prefer a white person as a date by first sight, but when she gets to know me, she would accept me. I really think that they are friendly.

A graduate student from Yemen spoke about dates in the following way:

It's easy for you to have a good time with American girls, but the relationship is not deep. With Arab girls it is different. Once you take a girl out, and once you kiss her, you must be both in love. I do not approve of the great freedom that the American girls enjoy.

A Syrian student said:

American girls are very platonic. They go out with several boys because this is a sort of tradition. Girls must go out with boys. They (American girls) are pure which keeps them from sexual involvement with others. They do not want to get themselves involved. Each has dreams of the right man who would become her husband and establish with her a home.

As to whether the Arab students felt having dates was difficult, 65 per cent of them (40 students) felt that occasional dates were easily made, whereas 35 per cent of the students (22 students) thought that having dates was a difficult matter. The major causes of this difficulty were the following:

- a. Many Arab students lack the social tact and polish which is needed in boy-girl relationships.
- b. There is a lack of opportunities to meet American girls.
- c. The language barrier leads many Arab students to isolate Americans and to associate with others from the Middle East.

15. "What problems of adjustment, in your opinion, are most common to the Middle Eastern Arab students in America?"

Seventeen problems of adjustment were mentioned by the students. The most common among these problems was the lack of knowledge of American social customs and manners, especially in regard to dating behavior. As one Syrian student put it:

Adjustment to relationships with the American female is very important. Wrong expectations lead to disappointment. Many Arab students have difficulty in finding a date and they are bitter about it. The Arab student is new to the idea of dating. He is not used to this new relationship.

Another Egyptian student said:

Perhaps one reason why some of us do not have frequent dates is the fact that we tend to cluster together and speak in Arabic about politics only. An American girl told me that Arabs always talk like this: 'rrrr--Nasser, rrr--Nasser!'

A third Iraqi student illustrated the differences between his own habits and American habits by saying

I used to know an American student rather well. He had a nice sister. He encouraged me to meet her and went further by arranging a meeting in her home. This, you know, we don't do in Iraq. Your sister is not to be introduced to your friends. Anyway, when I visited her home and we sat to eat dinner, a minor argument took place, and the girl shouted at her father. In Iraq, a girl cannot do this to her elderly folk and especially to her father.

Other main problems were the lack of knowledge of English; difficulties in school work, especially regarding the American methods of teaching, of testing, and of grading; financial problems resulting either from lack of funds or from unwise spending of money; inability to make friends with American male students; difficulties in acquiring a taste for American food; sexual problems; and frustrations arising from the examination of American foreign policy in the Middle East. Minor problems less commonly mentioned by the Arab students were homesickness; prejudice against the Arabs in the United States; difficulty in finding suitable living quarters; shyness; dependence upon others; the change of climate; hasty marriages with American girls; too much time spent in social activities; and the difficulty of practicing the Moslem religion in America.

The degree to which the Arab students mentioned each of the foregoing problems is illustrated in Table II.

TABLE II
ADJUSTMENT PROBLEMS OF THE ARAB STUDENTS IN THE UNITED STATES

Adjustment Problem	Percentage of Replies
Ignorance of American social manners and customs	22.0
Lack of knowledge of English	16.5
Difficulties in school work	13.5
Financial difficulties	10.5
Inability to make friends with Americans	9.5
Difficulties in acquiring a taste for American foods	6.5
Sexual problems	6.0
Frustration with American foreign policy toward the Middle East	3.5
Homesickness	2.5
Prejudice against Arabs by some Americans	2.0
Difficulty of finding suitable living quarters	1.5
Shyness	.1
Hasty marriages with American girls	.1
Dependence on others	.1
Too much time spent in social activities	.1
Change of climate	.1
Difficulty of practicing the Moslem religion	.1

16. "What do you think are the main characteristics of American culture?"

American society and culture, according to the Arab students, are characterized by the following: looseness of the American family; prejudice against Negroes and foreigners; control over the thinking of people by advertisements; lack of interest in politics; materialistic nature of relationships among people; individualism which emanates from selfishness on the one hand and respect for the privacy of the individual on the other; lack of close friendship; dominance of the wife over her husband; mechanization and industrialization; superficiality of people; emphasis on success; competition among individuals and corporations; emphasis on hard work and efficiency; order and respect for the law; freedom of expression; equality

of people as human beings; availability of opportunity for work; interest in learning about other countries but a lack of such information; lack of real choices in politics since the two parties have more similarity than differences; lack of pretences; freedom of women; living on the credit and installment systems; speed of change; emphasis on sex and looseness of morals; and independence of children; emphasis on sports and fair play, and confidence in the future. Three students also mentioned that American society is irreligious, while two other students contradicted this by expressing their admiration of the devotion of the American people to their religion. These impressions of the American culture are shown in Table 12.

TABLE 12
ARAB STUDENTS' IMPRESSIONS OF AMERICAN CULTURE

Impressions	Percentage of Replies
Looseness of family	15.5
Prejudice	3.0
Advertisement controls thinking	2.0
Lack of interest in politics	8.0
Materialistic society	13.0
Individualistic society	12.0
Lack of friendship	2.0
Dominance of women	2.0
Mechanization and industrialization	2.0
Superficiality of people	1.0
Emphasis on success	2.0
Competitive society	3.5
Emphasis on hard work	3.5
Orderly and lawful society	2.0
Freedom of Expression	3.5
Equality of people	2.0
Great opportunity	2.0
Interest in other countries	2.0
Lack of choice in politics	2.5
Lack of pretence	2.0
Freedom of women	2.5
Credit and installment living	2.0
Speed of change in society	2.0
Emphasis on sex	1.0
Independence of children	1.0
Emphasis of sports	3.0
Confidence in future	3.0
Total	100.0

To illustrate some of these characteristics of American culture, a few quotations from the student interviews follow. A graduate student from Iraq thought that Americans

respect foreigners and strangers and like to know about their countries. They respect your social activities such as playing musical instruments, dancing, etc. The material status of a person is more important than his educational status. Back home, we judge a person by how he looks. Here, Americans are simple. They do not overdress or show off. Also, they respect their law, but we don't.

An Egyptian student remarked that Americans

don't worry about politics. They don't like to interfere in any person's affairs. Their women have more rights than necessary. The relationships among the members of the family are not tight--you know, loose. Generally speaking, Americans are materialistic.

A graduate student from Libya mentioned:

I found America to be a religious nation. Americans have freedom of expression. Contrary to what I thought, I believe that Americans are starting to seek knowledge about other countries which is manifested in their interest in foreign students. The equality of women with men in duties and privileges, and their economic and industrial system can teach us a good lesson when we go back.

A Yemeni graduate student had the following remarks regarding American society:

The American society is industrious. The American person, regardless of his education or position, does not look down on working. This is a very good trait. I think that Americans are humble people. They do not pretend many things. If they like something, they say so. However, there are no strong friendships here.

In my opinion, the secret of this success of America is that Americans always think that their country needs more and more their work and effort. The American individual may not only work for the regular hours required of him in his job, but also works overtime in order to increase the income of his family, thus raising the level of living in the American society.

What people lack here is the knowledge of how other people live and where the other countries are. This is a grave mistake the American people are committing because they are the leaders of the world today, and as leaders they have to learn about the people of the world whom they have to lead.

An undergraduate student from Kuwait illustrated what he termed as the ignorance of Americans regarding other countries by telling the following incident:

One time I was introduced to a group of students at my college. Several asked me, 'Where are you from?' I said, 'From Kuwait.' They asked, 'Where is Kuwait?' I said, 'It's in Arabia.' They asked, 'Where is Arabia?' I said, 'It's in the Middle East.' They said, 'Oh! that must be between California and the Middle West.'

Another student from Kuwait illustrated the same point by a different story. He said:

When they (American students) ask us about the Arab people, they usually ask silly questions. An American student once asked me, 'What is the color of your camel?' I said, 'Black.' He asked, 'Is it fast?' I replied, 'It has a speed of over a hundred miles per hour, and it's convertible too with two fins at the rear.' He asked, 'What's that?' I said, 'Our Cadillac Camel.'

A graduate student from Iraq had the following impression of Americans:

The American individual is a humanistic person who believes in freedom and equality, but he is ignorant about whether his freedom is being guarded or not. Americans measure other people by the American criteria of success. They are ignorant of the world in which they live. There is no choice of politics because the Democratic and the Republican parties are the same. Finally, the American is very individualistic. He cares about fulfilling his own desires but does not care for what goes around.

An Iraqi student thought that Americans hurry too much and worry too much. He said:

People here are very materialistic. They hurry to accumulate their wealth but they are in constant worry from the fear of losing it. People are not immoral but are over-attracted to sex. Everyday I see college students standing near the cigar store skimming through indecent magazines. The American family is very weak. I read the other day about four boys who were plotting to kill their father and mother. They killed the father and were waiting for the mother when they were captured. This is common among the members of the American family. Also, look at the high rate of divorce here to estimate the grave problems of the American family.

17. "What elements of the American culture would you like, or dislike, to see introduced in your country?"

The Arab students indicated that they would like to see the following phases of American culture introduced into the Middle East: efficiency; the spread and use of scientific knowledge; hard work; the merit system in government jobs; honesty of employees; privacy of the individual; punctuality; fair play; respect for law and order; the highway system; spread of health information and the availability of hospitals; the facilities of the American home; the freedom of expression; education and freedom of women; independence of children; the abolition of class barriers; elimination of red tape; the unemotional way of discussing things and solving problems; the organization of labor unions; the factory system; super-markets; social security and insurance; means of entertainment; and democratic government.

The American characteristics which the Arab students did not want to borrow were: excessive drinking and gambling; the weak American family system; the laissez faire attitude with children; juvenile delinquency; the careless attitude toward politics and the international situation; and favoritism or prejudice.

To illustrate the previous points, two quotations are noted from the interviews of two Iraqi students. The first student said:

I like to introduce industrialization to my country. I like to see people using machines for agriculture in Iraq. I like to find democracy in distributing the lands among farmers, and democracy in government. I want to see labor unions and good relationships between factory owners on the one hand and workers on the other just as you see that in America. I like to spread fundamental education throughout the country. I do not however like to introduce to my country the lobbying technic and pressure groups. I do not like the nonchalant attitude toward politics.

The other student from Iraq said:

The points which I will tell you are important for Iraq. I want to spread education among farmers, and build in the agricultural areas factories which depend on agricultural production. I want to distribute small lands to each farmer and implement compulsory education. I want to establish labor unions for all workers and give them the benefits of the social security system. I want to see efficient police organization, new associations to teach our children and youth their responsibilities. I will encourage the guarantee of all the freedom of the Iraqi citizens which are guaranteed in the human bill of rights of the United Nations. I will stand for the freedom of the press and finally, I would like to see radio and television in Iraq devoting their efforts to educating the people aside from entertaining them.

I don't like to introduce to my country teen-age gangs and broken homes. I would not like to have prejudice against anyone: Negroes, non-Arabs or Jews.

18. "What concepts or practices of American education would you like, or dislike, most to see being used in your country?"

The most frequent remark in the responses of the Arab students in discussing American education in relation to the Middle East was that, while the American high school has very low standards of education and much social activity, the American university requires high standards of scholarship and hard work from its students, and hence, the most admired level of American education is the university level.

The Arab students wanted to carry with them the following American concepts and practices which they thought would contribute to their countries' education: the democratic relationships between the professors and the students, the emphasis on practical training for life vocations; the freedom of choice--or the system of electives; the great facilities of the American university; the mutual influence of the college

and the community on each other, the decentralization of education; the emphasis on the development of the student's personality; the grouping of students and the special emphasis on helping the retarded students; encouraging the full growth of the advanced students' talents; the emphasis on research, the continuous writing and revision of textbooks; the liberal and stimulating methods of education; the co-operative spirit among students; and the various clubs and extra-curricular activities which gainfully occupy the students' leisure time.

The Arab students were very skeptical about the values of the following areas of American education to their countries: the lack of discipline in the classroom, especially in the American high school; the objective examinations which depend on chance and guessing; the exaggerated emphasis on competition; the grading system and the over-emphasis on grades; and the lack of emphasis on thinking and creative effort. In order to illustrate these points, four quotations will be taken from two Egyptian students, one from a student from Iraq, and one from a student from Lebanon. The first Egyptian student remarked:

Here you can choose whatever subject you like to take. There (in Egypt) you have to take certain courses. You are obligated to depend on references here more than there (in Egypt). I liked the independence of the thinking of professors and the variety of courses offered at the university. But I dislike the mixing of freshmen with the graduate students in some courses and sometimes the curve-grading system.

The second Egyptian student said:

I spent two years here. I spent fifty-two units of course work that included only two units of research work. There are too many courses, too much pressure and competition requiring good grades. This is not good. The courses I took make certainly a good teacher but not a good research worker. I found the teachers here with a high standard of knowledge and found that their relationships with the students are very pleasant and liberal.

A third Iraqi student said:

I enjoy my studies here as well as the school activities such as speeches, discussion panels, and others. I like these activities to be copied in my country to motivate the students to think and express their ideas better. I don't like to have the individualistic tendencies of American students.

A fourth Lebanese student said:

What they (Americans) are trying to do here is good. They want to develop every phase of the human personality. But because of this they neglect learning. Some high school graduates do not know how to read or write. The university is good but the students who enter it are usually unprepared.

19. "What do you think of American foreign policy toward the Middle East? Follow up question: Who do you think should be blamed (or commended) for this policy?"

All the Arab students interviewed criticized some aspects of American foreign policy in the Middle East. The most common criticisms were as follows: (1) 98 per cent of these students indicated that the United States had established Israel and provided her with continuous financial and political backing against the aspirations of the Arabs in the Middle East; (2) 22 per cent of the students thought that the United States had supported the corrupt Middle Eastern leaders who became wealthy, thereby losing the support of the majority of the population who were infested with disease, illiteracy and poverty; (3) 10 per cent of the students blamed the United States for her interest in the oil of the Middle East, solely disregarding the aspirations of the Arab people for freedom and independence.

However, when the question arose of whom to blame for this foreign policy, only 40.3 per cent of the Arab students (or 25 students) blamed it on the American people. The American people, these students said, have supported these policies wholeheartedly. In contrast, 59.7 per cent of the students (or 37 students) blamed the State Department or pressure groups for this foreign policy, but praised the inherent good in the American people, their desire to learn the truth and their opposition to the American policies in the Middle East when they know about them.

To illustrate these two views, a few quotations taken from the students' responses may be helpful. The view of the first group which blamed the American people for supporting foreign policy can be illustrated by a quotation from the following response made by a Jordanian student from the Palestinian section:

Americans think only of the Jewish side. Every time they argue with me that Israel should exist in the Middle East even if it means continuous American financial support, I feel as if someone has struck a knife into my heart . . . There is no use talking to those people.

The view of the second group which thought the American people should not be blamed for the American policies in the Middle East can be illustrated by the following three quotations. An Iraqi student said emphatically:

I don't think that American foreign policy has anything to do with the Arab students' opinions of the American people. We must distinguish between American politics and the American individual because he is ignorant of policies. If he only knew American foreign policy in the Middle East, his sense of fair play and his love for freedom would have turned him against this policy. For instance, those American students who really know American policies in the Middle East support the aspirations of the Arab people for independence.

Another Egyptian student said:

Americans are ignorant of what happens in the world, but they are willing to listen and to learn if you tell them the truth. Of course, they cannot change the foreign policy of their country over night. I really like it here except when I start thinking about (American) foreign policy in our countries.

A third Lebanese student went even further by advocating the understanding of the American side in foreign policy matters. He said:

Although I criticize American policies (in the Middle East) I think we should not look at the international situation from our own point of view. Americans have interests in the Middle East and they want to protect these interests. We know these are wrong, but what would we do if we were in America's place? I am very happy here, and foreign policy decisions do not have anything to do with my thinking of the people and life here.

20. "A. How do you rank your country according to the following criteria: standard of living, cultural standards, and political standards?

1. Highly advanced
2. Slightly advanced
3. Slightly backward
4. Highly backward

B. How do you think Americans rank your country according to the previous three criteria?"

1. Highly advanced
2. Slightly advanced
3. Slightly backward
4. Highly backward

This question was asked in order to discover if there is any correlation between the student's own rating of his country and his perception of the Americans' rating of his country on the one hand, and the students' attitudes toward, and satisfaction with life in the United States on the other. This is also done to test Morris' conclusion that when "those in the minority feel that the majority are making comparisons unfavorable to them, they become more antagonistic."³

Among 45 students who held favorable images of the United States, 23 ranked their countries similar or lower than what they thought Americans would rank these countries, and 22 ranked their countries higher than what they thought Americans would rank them. Among the 17 students who held unfavorable images of the United States, 16 students ranked their countries considerably higher than what they perceived Americans would rank these countries and only one ranked his country similar or lower than the way Americans would rank it.

Further discussion and interpretation of this and other data which were mentioned in this chapter will be undertaken in Chapter IV.

³ Morris, op. cit., p. 25.

Faculty Interviews

This section will attempt to summarize the data obtained from the interviews with the Foreign Student advisers of the University of California, Stanford University, San Francisco State College, and two faculty members from San Mateo Junior College. Each Foreign Student Adviser and faculty member was asked certain questions concerning not only the problems of Arab students, but also concerning the solutions to these problems on the part of the American college, of the educational authorities in the students' native countries, and of the students themselves. These questions were:

1. What are the major problems of the Middle Eastern Arab students in American colleges and universities as perceived by these advisers?
2. What are the existing college agencies and programs designed to meet the needs of the international students?
3. Are the Arab students satisfied or dissatisfied with their college life and with American life in general?
4. What improvements does the American college need in order to meet better the needs of international students, and the Arab students in particular, and to help them solve their problems?
5. What recommendations can be made for the educational authorities in the Middle East who are contemplating sending students to the United States?

A summary of the responses of the interviewees follows:

1. To the first question, there was a consensus among the interviewees that the major problems of the Arab students in American universities were:

A. Academic problems. --The college preparation of Arab students is dissimilar to that of the American student and it is this difference between the educational systems of the Middle East and the United States which tends to create many academic problems to the Arab students who are studying in American colleges. Some graduate and undergraduate Arab students lacked the adequate training in certain proficiencies expected to have been acquired in colleges or high schools in the Middle East. One foreign student adviser observed that bursary students, in general, are better than the private students because the former are screened from all the applicants for government scholarships in the different Middle Eastern countries.

B. Financial problems. --These problems emanate from the fact that many Arab students struggle financially in order to come to the United States hoping to find employment to pay for their education. The restriction of the employment of international students, and the scarcity of suitable part-time jobs are great problems facing Arab students who depend on work to support themselves.

The exchange of Middle Eastern currency to American dollars lowers the value of what the students' families usually send them. Middle Eastern currency is devaluated after the devaluation of the English pound since the majority of the Arab countries are financially part of the sterling exchange. In addition, many Arab students do not know how to use their money. All interviewees pointed out that many Arab students buy cars in the first few months of their sojourn without any consideration to the cost of the car, its repairs, and maintenance.

C. Social and interpersonal problems. --All interviewees mentioned that Arab students have social problems stemming from their difficulties in finding suitable dates. The problems are significant in view of the fact that the majority of the Arab students come to the United States in their late adolescence from a culture which is well-known for restricting to a great degree boy-girl relationships. When these students come to the United States, they find a new kind of freedom they lacked back home, and discover opportunities for boy-girl relationships which they never had. This new freedom makes some Arab students "go wild," and makes some repressive. Many problems arise from the Arab students' fast marriages and fast divorces on the one hand, or from their social isolation and loneliness on the other.

The Arab students usually devote most of their time to social activities in the first few months of their sojourn until they are settled academically.

- D. Language difficulties. -- The majority of the Arab students come to the United States with little ability to use the English language correctly. This inability paralyzes the students not only in the classroom but also in their interpersonal relationships.
- E. Personal problems. -- This kind of problem arises from the various personal traits of some Arab students. Due to the lack of intercultural experiences, some Arab students are immature when they come to the United States and lack an understanding of how to get along with people from another culture. Other Arab students are very reluctant to start any friendships or social contacts, and hence feel lonely and isolated. There are some Arab students who are used to exaggerating things, especially concerning their families and their backgrounds. This may lead them to face certain problems, especially in cases of American wives discovering the truth about her husband's family and background in the Middle East.

2. The interviewees outlined the existing programs and facilities for the international student in their colleges and universities. All the interviewees indicated that upon initial correspondence from the international student, a letter accompanied with certain booklets are sent to him introducing him to the college or university, its academic and financial requirements, and its life.

A student committee or a community committee formed by American families meet the international students on arrival and bring them to their colleges. These committees also help in the orientation program which introduces the student to his college and his college community. The international students are aided sometimes in locating living quarters, and in matters of visas and registration by the office of the Foreign Student Adviser in his college. Two interviewees mentioned the great facilities of their international centers (University of California and Stanford University) for the use of the international students.

Year-long activities, such as dances, trips and lectures, are scheduled for the benefit of international students. A sample of the letters sent to student overseas, of the orientation program, and of the activity programs and other related programs are found in the Appendix.

3. The interviewees' perceptions of Arab students' satisfaction-dissatisfaction was almost identical with what the investigator had found (98 per cent agreement). However, the following are two limitations to the perceptions of the interviewees:

- A. In large universities, foreign student advisers could not track down all their international students and, therefore, were unable to judge the attitudes or the satisfaction of some of the Arab students.
- B. The international students who usually contact the office of the Foreign Student Adviser have certain problems which they would like him to help solve for them. Therefore, the Foreign Student Adviser is most likely to get to know those problematic students better than the rest of the students. As a result, any generalization regarding all the international students or certain nationality groups was influenced by the frequent contacts of the Foreign Student Adviser with the problematic students.

4. The interviewees felt that the following should exist in a successful college program for international students:

- A. A well-defined program for international students must be initiated first by all American colleges which admit international students.
- B. Special language courses must be available for the benefit of international students.
- C. A special effort must be generated among the American students and the people of the community to know international students and exchange ideas with them in order to foster intercultural understanding and good will.
- D. Special aid must be accorded to international students by certain faculty members regarding the selection of courses, and the number of courses to be taken.
- E. There is a need for flexibility in the American college's curricula to permit the international student to apply and gear his learning directly to his country's problems without sacrificing the quality of the work done by these students.

- F. Initiation of certain nationality programs to be led by international students in order ~~to~~ give them a chance to represent their countries, and engage in such interesting activities that would reward their self-esteem.
 - G. Provision of many opportunities for international students to have mixed social activities, such as dances, parties and picnics.
5. The recommendations of the interviewees for the educational authorities in the Middle East who are contemplating sending students to America will be incorporated in the section under "Recommendations" in Chapter V.

CHAPTER IV

TESTING AND ANALYZING THE STUDENT INTERVIEWS

The data gathered through the student interviews and presented in the foregoing chapter will be utilized now in attempting to answer the following basic questions of this study:

1. Are pre-arrival acculturation, pre-arrival favorableness toward the United States, age, sex, academic program planned, marital status, type of college, duration of sojourn, and perceptions of American foreign policy toward the Middle East associated with the Middle Eastern students' adjustment to life in the United States and their attitudes toward this country?
2. Is national status, as conceived by the student and as conceived by Americans according to him, associated with his satisfaction with American life and his attitudes toward the United States in general?
3. Is successful adjustment to life in America associated with success in college work?

The previously mentioned variables (i. e., age, duration of sojourn, etc.) will be discussed separately to show the degree of their association with adjustment. Adjustment is defined, as mentioned in Chapter II, as the expressed satisfaction of the individual with the situation which, in the case of this study, is his sojourn in the United States. Therefore, satisfaction or dissatisfaction was considered the dependent factor to which each variable was associated. The association between each variable and the dependent factor was determined by the use of the chi square tests of independence (χ^2). It is important to observe here that these tests showed only that a certain degree of association exists or does not exist between each of the previously mentioned variables and satisfaction. They did not indicate in themselves any necessary causality in these associations. However, the hypotheses advanced in regard to each variable will be shown to be consistent with the associations found between certain variables and satisfaction.

Pre-Arrival Acculturation

Since the process of cultural change is usually accompanied by the problems of adjustment and the feeling of cultural loss and frustration, it was theorized that the Middle Eastern student's pre-arrival acculturation to America will predispose him to expect and accept the new American cultural milieu and hence be able to adjust to it with relative facility. On the other hand, the Middle Eastern students who had little or no pre-arrival acculturation to America will face the many problems arising from the discrepancies between their culture and American culture during their sojourn and will meet more difficulties in their attempts to adjust to the American culture.

Pre-arrival acculturation refers to the degree to which each Middle Eastern student in the sample had had contacts with Americans or with some elements of the American culture while in the Middle East, and to the extent to which he was consequently influenced by these contacts.

In order to test the association between the students' pre-arrival acculturation and their subsequent satisfaction with their sojourn, they were divided into two groups: Those with high acculturation to the United States, and others with low acculturation. This division was based on the following ratings of pre-arrival acculturation:

1. A general rating was obtained from the student's description of the Middle Eastern city and the section of that city in which he lived in response to questions 2 and 4 in the Interview Schedule. Some Middle Eastern cities, such as Beirut, are highly Westernized and hence the opportunities for cultural contacts are abundant. However, a residence in a certain section of the city, such as the traditional or modern section, may indicate the degree of the availability of such cultural contact situations.
2. A specific rating was made on the basis of the student's responses to question 3 in the Interview Schedule which asked about the type of activities in which the student engaged and the nationality of the people with whom these activities were carried on in the Middle East. Therefore, a student who worked in an American company in the Middle East and shared his leisure time with Americans in their sports or dances was judged acculturated to the United States to a higher degree than a student who did not associate with any Americans in the Middle East and whose activities were carried on with other Arabs in the traditional fashion, such as spending long hours in coffee shops playing dominoes or backgammon.

After a contingency table was drawn from all students with various durations of sojourn in the United States, the chi square test was applied, but the results indicated no significant relationships. This, however, was justified in view of the fact that many of the students with a long sojourn who came to the

United States with little or no pre-arrival acculturation had since been acculturated in America. The rating of their satisfaction or dissatisfaction was based on how they felt at the time of the interview but not based on how they felt in the early months of their sojourn here. For many of the students, the lack of pre-arrival acculturation might have confronted them with many difficulties of adjustment and hence made them dissatisfied with the overwhelmingly new and baffling American culture.

Mindful of this limitation, the investigator selected and analysed the responses of all those Arab students who have stayed in the United States 22 months or less. In this short period previous acculturation to the United States or the lack of it may have helped or hindered the student's adjustment to his new cultural environment. In other words, it was generalised that an international student's high acculturation to the United States before arrival here tends to facilitate his adjustment to the United States and enables him to attain some degree of satisfaction in the early part of his sojourn (22 months or less), while an international student who has limited or no previous acculturation to America tends to have a more difficult adjustment, thus leading to frustration and dissatisfaction in the early part of his sojourn (22 months or less).

Among the 62 Arab students in the sample, 27 students were found to have stayed in the United States between 6 and 22 months. Table 13 shows the association between these students' pre-arrival acculturation and their satisfaction with their American sojourn. A chi square analysis of independence showed that a statistically significant relationship ($p < .01$) did exist between pre-arrival acculturation and satisfaction.

The high association between pre-arrival acculturation and satisfaction seems to be consistent with the idea that an individual's change from one cultural area to another is greatly facilitated when he acquires and adopts an accurate set of behavioral and value expectations from the other culture before the process of cultural transition begins.

TABLE 13
ASSOCIATION BETWEEN MIDDLE EASTERN STUDENTS' DEGREE
OF PRE-ARRIVAL ACCULTURATION TO THE UNITED
STATES AND THEIR SATISFACTION OR DISSATISFACTION
WITH THEIR SOJOURN HERE

	High Acculturation	Low Acculturation	Total
Satisfaction	10	5	15
Dissatisfaction	0	9	9
Total	10	14	24

$$\chi^2 = 7.72 \text{ (with Yates correction for continuity applied)}^1$$

$$p < .01$$

This hypothesis seems to be supported also by the common observation that the more similar two cultures are, the easier it is for the individual coming from one culture to adjust to the other.

One can also see the resemblance between the association between pre-arrival acculturation and satisfaction on the one hand, and the association between the degree of misconception of the host culture and dissatisfaction with it during the early months of the international student's stay on the other hand. It is significant to find that the fourteen students who had low pre-arrival acculturation to the United States (as shown in Table 13) had also considerable misconceptions of the United States, and to find that the twenty-four students who had high pre-arrival acculturation to the United States had rather accurate images and conceptions of this country.

Therefore, it seems probable that the more contradictions there are between an individual's expectations (based on his prior misconception of the host country) and his experiences with the culture of the host country, the greater the need for adjustment on his part. An international student's misconception of the United States may result in a great disappointment and frustration on his part when he comes here and discovers the great gap between his misconceptions and the realities of life here.

¹ The formula used in computing chi square, with Yates correction for continuity incorporated in it, was:

$$\chi^2 = \frac{N(AD - BC - N/2)^2}{(A+B)(C+D)(A+C)(B+D)}$$

from QUINN McNEMAR, *Psychological Statistics* (New York: John Wiley and Sons, Inc., 1949), pp. 186-215.

Pre-Arrival Favorableness

Pre-arrival favorableness or unfavorableness of the Middle Eastern students to the United States was correlated with satisfaction or dissatisfaction in order to find the degree of association between the two. The idea underlying this association is that the international students who come to the United States with favorable attitudes toward this country will most likely try to select and interpret certain positive perceptions and images of the United States which tend to strengthen their initial attitudes toward this country. The opposite may also occur for the same reason.

The students were divided into two groups: favorable or unfavorable to the United States. This division was based on the students' responses to question 5 in the Interview Schedule, which asked the students to tell what they thought of the United States before they came here. The responses were rated on the basis of the degree of over-all expressed liking or disliking of the United States. For instance, a student's response filled with statements, such as "I thought of America as an ideal example of a working democracy" and "I thought that the American people are good-meaning, religious and generous to the stranger," were judged favorable. In contrast, if a student's response was filled with such remarks as "I thought the American people hate the Arabs and all foreigners" and "I thought the so-called American democracy is nothing but a tool in the hands of the big millionaires," it was judged unfavorable.

In order to find the degree of association, contingency Table 14 was made. The result of the application of the chi square analysis to the frequency in Table 14 showed a definite and sure association between the student's pre-arrival favorableness toward the United States and his subsequent satisfaction. The difference was statistically very significant ($p < .001$).

This high association seems to be consistent with the hypothesis advanced. In order to clarify this hypothesis further, it is important to state first that an attitude is a pre-disposition to perform, behave, perceive, think and feel about an attitude subject. When an international student comes to a host country with certain attitudes towards that country, these attitudes tend to predispose him to perceive and interpret certain clues and information from his environment which usually coincide with his initial attitude or tend to support it. For instance, if the international student likes American freedom, equality, and order, this attitude will predispose him to select and interpret certain information and clues from his American environment, (such as the freedom of the local paper to criticize the mayor of the town, the selection of students for part time jobs merely on the basis of their qualifications, and the smooth way in which the local library functions) which tend to strengthen his initial favorable attitude.

TABLE 14
ASSOCIATION BETWEEN PRE-ARRIVAL FAVORABLENESS OR UNFAVORABLENESS
TOWARD THE UNITED STATES AND SUBSEQUENT SATISFACTION OR
DISSATISFACTION OF MIDDLE EASTERN ARAB STUDENTS
IN THE UNITED STATES

	Favorable	Unfavorable	Total
Satisfaction after Sojourn	43	2	45
Dissatisfaction after Sojourn	8	9	17
T o t a l	51	11	62

$$\chi^2 = 16.70 \text{ (with Yates correction for continuity applied)}$$

$$p < .001$$

Age

This study attempted to test the common observation that since older Arab students are independent and mature in their outlook, they may tend to understand their host country better and make their adjustment to it faster than the younger international students. The Arab students in the sample were divided into two groups, along the age lines of graduates and undergraduates. The age of the younger group is defined as between 19-23 years of age and the older group as 24 years of age or over, as shown in Table 15. The frequencies in the cells of contingency Table 15 were tested by the chi square analysis and the results indicated that there was an association ($p < .01$) between the age of the Arab students in the sample and their satisfaction or dissatisfaction with their sojourn here.

² Dr. Frederick McDonald of Stanford University has aptly drawn the attention of the writer to this variable.

TABLE 15
ASSOCIATION BETWEEN THE AGE AND THE SATISFACTION OR DISSATISFACTION
OF THE ARAB STUDENTS WITH THEIR SOJOURN IN THE UNITED STATES

	24 Years of age and over	19-23 Years of age	Total
Satisfaction	40	5	45
Dissatisfaction	9	8	17
Total	49	13	62

$$\chi^2 = 7.57 \text{ (with Yates correction for continuity applied)}$$

$$p < .01$$

The association found in Table 15 may be interpreted by recalling some relevant facts about the Middle Eastern culture. The Arab family has much more influence on the life of the individual than in the case of the American family. The Arab extended family usually controls the individual until adulthood which may extend in some cases to middle age. Reliance on the authority and the advice of the older members of the family is still a dominant characteristic of the Arab family. Therefore, when an Arab student under 24 years of age who has always depended on his family comes to the United States, his foremost problem will be to find someone upon whom to depend. Since the concept of friendship in the United States is different from the Arab concept of friendship which emphasizes close familial relationship and greater mutual dependence between friends, the young Arab student who comes to the United States usually feels lost and frustrated. This idea was echoed by some of the Arab students interviewed. Here is one representative quotation from a 21-year old Iraqi student:

I hated this country (America) in the first sixteen months, but now I know I have to finish (the requirements for the degree) and take life as it is. (Laughter) You know they (Americans) have a proverb: 'If you can't change the situation, then live with it.' I live with it now. (Pause) It is not the fault of the Americans that I was not happy. I just couldn't depend on myself. In Baghdad, my family did everything for me. I depended on them (family members) completely. But when I came here, I didn't know what to do on my own. There was no one to depend on as a friend among the Americans. It was so really horrible that I almost went back (to Iraq).

In addition to the fact that older Arab students are probably independent and mature, they are also probably more responsible than the younger students. In the Arab countries, young people are kept dependent much longer than the American youth. This is partially related to the fact that the younger members of the family are most likely also to be the junior members of their families. They are allowed neither to make decisions for their families nor to have the responsibility for their families' economic maintenance. In a patrilineal Arab family, older male relatives are accorded the position of head of the family if the father is deceased, thereby transferring authority along the age line.

The assignment of responsibility to the older Arab students may manifest itself in their mature ways of dealing with their problems in the United States, and in their desire to work hard to achieve sooner their objectives from their sojourn in order to be able to return to their countries where they would be expected to assume their responsibilities.

Sex

The Arab student sample reflected a general characteristic of the total Arab students in the United States, that is, male students predominated over female students. Since this study's sample (62 students) included only four female students, no valid conclusions regarding the association between the sex of the student and his satisfaction can be discovered. The initial idea behind such association stemmed from the fact that in the Arabic culture, girls have much less freedom and fewer opportunities for learning Western habits and customs than Arab men. Furthermore, while the Arab family usually regards its boys' relationship with girls as "adventures" which are indicative of his strong manhood, it brands any girl's relationship with a man as a taboo which must not be violated, otherwise the girl will be ostracized and heavily punished in order to protect the "family name" or "honor." Therefore, in general, Arab girls are expected to encounter more social difficulties in the United States than Arab men. The Arab girl in the United States

is in a very unique and sensitive position. She may not date American boys because of her very reserved background, her complete lack of knowledge of dating behavior, and the criticism of the other Arab boys. On the other hand, the Arab girl may not date other Arab male students because she is apprehensive about the damage to her reputation after the male students return home. Both the Arab girl and the Arab boy may feel that dating each other may tie them down by overly-conservative customs and taboos which are not existent in dates with Americans. The Arab male students are also hesitant to date Arab girls lest they would pin them down to marriage.

These ideas were based on the status of women in the Arabic culture, and on extensive remarks related to the writer by few Arab girls who were studying in the United States.

Obviously, the previous remarks on the relationship between the sex of the student and his satisfaction are by no means conclusions. They are ideas that need to be examined and tested.

The Stage Reached in the Academic Program

The basic question in this area was: Are graduate Arab students better adjusted than the undergraduates to American life? Actually this question is closely related to the one concerned with the relationship between the age of the student and his adjustment, since most undergraduates are under 24, and most graduates are 24 years of age or over.

Table 16 shows the number of the undergraduate and the graduate Arab students who were satisfied with their American sojourn and those who were dissatisfied with their stay here.

This association which was tested by the chi square analysis ($p < .02$) can be interpreted by examining the age of the undergraduates and the graduates again and applying the same reasoning which was utilized to explain the association between the age of the student and his satisfaction. The older students are usually more independent and more mature, hence, their understanding and adjustment to the host culture are more thorough and swift than those of the younger students.

In addition, the graduate Arab students, unlike the undergraduates, have secure jobs to return to in their native countries; hence, their American sojourn, regardless of its inconveniences, is viewed as a means to a satisfactory end which is the attainment of a graduate degree and the subsequent betterment of one's social and economic status in the homeland.

TABLE 16

ASSOCIATION BETWEEN THE ARAB STUDENTS' STAGE IN THE ACADEMIC PROGRAM AND THEIR SATISFACTION WITH THEIR AMERICAN SOJOURN

	Graduates	Undergraduates	Total
Satisfaction	37	8	45
Dissatisfaction	8	9	17
Total	45	17	62

$$\chi^2 = 6.03 \text{ (with Yates correction for continuity applied)}$$

$$p < .02 \text{ (.02 } > p > .01)$$

It is interesting also to observe that since graduate students usually come to the United States with clear-cut purposes, such as the attainment of advanced training or a professional degree, they are more likely to adapt themselves to the requirements of their colleges and to the different demands of the college environment in order to achieve their clearly-defined aims. In contrast, undergraduates students who come to the United States with a vague idea of the program in which they desire to enroll, and of the degree toward which they want to work, are more likely to be concerned with the social life of their college than with its intellectual aspects.

Marital Status

There were two questions to be explored here. The first was whether the married Arab students whose wives were with them here were more satisfied with their American sojourn than the single Arab students. The second question was whether married Arab students, whose wives were left in their native countries, were less satisfied with their American sojourn than those whose wives were here.

In exploring the first question, the data indicated that among the 49 single students, 16 were dissatisfied with their sojourn here, while among the 12 married students, whose wives were here, only one was dissatisfied with his sojourn. These data, however, did not yield any statistically significant associations after they were tested by the chi square analysis. The lack of association here may be attributed either to the small sample of married students in comparison with the single students, or to the fact that having one's wife with him here may help the student adjust better by providing a home for him here, but the family's problems and expenses may create new difficulties for the student.

It is also significant to observe that the Arab students who were married to American spouses were all highly satisfied, not only with their sojourn here, but also with the American society and culture. DuBois³ has pointed out that having an American spouse is an accepted indication of the international student's considerable degree of adjustment to the American culture.

As for the second question regarding the temporary separation of the student from his spouse during the time when he studies here, the data included only one student among the married students whose wife was left in the homeland. Obviously, this writer cannot base any valid conclusion on one student and, therefore, any significant association between such temporary marital separation and satisfaction with the sojourn cannot be determined statistically, but can be discussed theoretically.

Many of the interviewees felt that adjustment to American life was more difficult for those who were married but whose wives remained in the Middle East. Their reasoning was that such students have additional frustrations, aside from those emanating out of the adjustment to a new culture, such as the worries over their wives and children at home and the new demands for adjustment to the temporary role of "singlehood."

It is significant to note that the Middle Eastern culture has been termed as a "kinship culture" to indicate the common trait of familism characteristic of this culture. The Arab family is one of strongly-knit relationships in which the husband and the father play important roles. Therefore, when the student-husband leaves his family behind to study in the United States, he has to assume a long-distance responsibility for his wife and children, despite the fact that they may be left under the responsibility of the closest male kin of the husband. This long-distance responsibility creates many worries for the husband-father. On the other hand, the husband-father is usually so close to his wife and children that a separation dictated by his foreign study is likely to result in homesickness and loneliness.

Furthermore, most of the Arab students occupy their leisure time with dating, mixed parties and picnics. In such activities the married Arab student whose wife is not with him is always reminded of his separation from his wife. He cannot participate in these social outlets as single students do because he would be criticized by his single peers.

Theoretically, one may conclude that the married Arab students who are separated from their wives for the duration of their foreign study are more likely to be frustrated in their sojourn abroad. This conclusion, however, needs to be tested.

Type of College

Despite the dissimilarity of American culture to the culture of the Middle East, there are certain conditions in the immediate environment of the American colleges which would facilitate or hamper the adjustment of the Middle Eastern students. Sellits and her associates⁴ pointed out that the type of college in which international students study can influence the degree of their interaction with Americans. For instance, students in small colleges are usually provided with a warm and friendly atmosphere which tends to promote interaction with others. Large universities, in contrast, have a greater number of students,⁵

³ Cora DuBois, *Foreign Students and Higher Education in the United States* (Washington, D. C.: American Council on Education, 1956).

⁴ Sellits, Hopson, and Cook, "The Effects of Situational Factors on Personal Interaction between Foreign Students and Americans," *op. cit.*

highly standardized routine, and therefore fewer opportunities for primary relationships and personal attention. The emphasis here is not on the amount, but rather, on the quality of interaction. Siegel points out that the

frequency of interaction in itself did not appear to operate as a sufficient condition for behavioral change. It is necessary to evaluate in some way the quality of communication: what it is about, how restricted it is; or how free interaction proceeds in terms of subject matter; the places where communication occurs.⁵

The influence of the types of colleges on the Arab students' degree of interaction and satisfaction was to be determined in this section. These colleges and universities were divided into small (below 5500 students) and large (over 5500 students) institutions. A contingency table was drawn to associate satisfaction or dissatisfaction with the size of the college. This chi square analysis showed no significant association between the two. These colleges were then divided according to whether the area in which they were located was a metropolitan area or a small town. The division was somewhat handicapped by the fact that the whole San Francisco Bay Area can be considered a metropolitan area and that small towns are not far away from the big cities of the Bay Area. Nevertheless, the chi square test again showed no significant association between the types of college communities and the satisfaction or dissatisfaction of the students.

One can justify such lack of association in the sample of this study without contradicting the conclusion of Sellitz and her associates. First, the area between San Luis Obispo on the south to Sacramento on the north is a metropolitan area, as mentioned before. Therefore, there is a lack of real discrimination among the college communities of the sample. Second, the majority of the students interviewed (71 per cent or 46 students) were from the University of California at Berkeley and Stanford University, while the remainder of the students (29 per cent or 16 students) were from ten other universities and colleges. Therefore, the cluster of students in two universities made equal representation of all the colleges in the sample impossible--a fact which may have contributed to the disappearance of clear-cut differences between these colleges.

Duration of Sojourn

The association between duration of stay of an international student in the United States and his adjustment to its culture has been suggested by various studies. Passin, for example, discovered in his study of Japanese students that "the longer the residence in the United States, the more balanced was the attitude toward this country; the shorter the stay, the more serious were adjustment difficulties here."⁶

Smith⁷ points out that the international student usually starts his sojourn as a spectator without involvement in the problems of adjustment. This phase soon gives way to the involvement phase when the student is facing his adjustment problems and attempting to solve them. A stable way of life emanates as the third phase which is followed by a phase of anticipation and reappraisal. Obviously, the opportunities for an international student to pass through these phases are determined to some extent by the length of his sojourn in the host country. It is the contention of this investigator and others⁸ that the length of sojourn per se, may or may not be significant; but the type and quality of the experiences and contact which take place during the sojourn are very significant.

The present study aimed at testing this contention by testing the association between the Arab students' length of sojourn and their satisfaction-dissatisfaction with it. The sample was divided into two distinctive groups: those students who have stayed less than two years, and those who have stayed two years or more. This division was made in order to discriminate between the new students who are still trying to explore their environment, to face the realities of the American culture, and to search for solutions to their problems of adjustment; and the "old" students who have had seemingly more opportunities for contacts and experiences on which they may attempt to base their solutions to their problems. As Table 17 indicates, the chi square analysis of the frequencies shows that the degree of association found ($p < .10$) between satisfaction-dissatisfaction and duration of sojourn was not statistically significant. In addition to that, the Arab students' responses clearly indicated that certain types of contacts with Americans seem to strengthen their negative attitudes of the United States while certain other kinds of interaction appeared to foster their positive attitudes of this country. All this seems to be consistent with the hypothesis that the duration of sojourn of an international student in a host country in itself does not seem

⁵ Bernard J. Siegel, "Comments," *The Journal of Social Issues*, XII, No. 1 (1956), p. 53.

⁶ Herbert Passin as cited in DuBois, *op. cit.*, pp. 88-89.

⁷ M. Brewster Smith, "Cross-Cultural Education as a Research Area," *The Journal of Social Issues*, XII, No. 1 (1956), pp. 7-8.

⁸ Siegel, *op. cit.*, p. 53.

to be significant in association with his attitudes and satisfaction. What seems to influence the attitudes of this student toward the host country is the nature of the interaction he has during his sojourn: is it meaningful, valuable to him and does it support his self-esteem?

TABLE 17

ASSOCIATION BETWEEN DURATION OF SOJOURN OF THE SAMPLE IN THE UNITED STATES AND SATISFACTION OR DISSATISFACTION WITH SOJOURN

	Sojourn 24 months or more	Sojourn 0-23 months	Total
Satisfaction	29	16	45
Dissatisfaction	6	11	17
Total	35	27	62

$\chi^2 = 3.16$ (with Yates correction for continuity applied)
 $p < .10$ ($.10 > p > .05$)

Perceptions of American Foreign Policy in the Middle East

This study attempted also to determine the association between the Arab students' perceptions of American foreign policy toward the Middle East and their satisfaction or dissatisfaction with their sojourn. The underlying idea was that those students who were highly critical of American policies toward their countries were most likely to have perceived these policies as threatening not only to their countries but also to their self-esteem. If these students were, therefore, threatened by the loss of their self-esteem, they might react by an overt rejection not only of American foreign policy but also of life in the United States in general.

In order to determine the association mentioned before, the Arab students were divided into two groups: (1) those who were highly critical of American foreign policy, and (2) those who were moderately critical of it. This division was made by examining each student response to question 19 in the Interview Schedule⁹ which asked about the students' opinions of American foreign policy in the Middle East. Two points were checked in each response to determine the degree of criticism to American foreign policy. The first was the number of policy decisions criticized. If the students' criticism is extensive, that is, includes all or many policy decisions, it is rated high on this criterion. If the students' criticism concerns one or few policy decisions, it is rated as moderate on this criterion.

The second point checked in the students' responses is the intensity of the criticism which was deduced by analyzing the statements made regarding American foreign policy. For instance, statements such as "I hate American foreign policy," "It is horrible, blunderous," or "This is the most stupid policy I have ever encountered," were rated as highly critical on this criterion. In contrast, statements such as "I think American foreign policy has its faults and its values," "It can be improved if they (people in the State Department) do not allow pressure groups to influence them," or "There are many mistakes in foreign policy, but the American people will soon dictate their good will in foreign policy matters," were rated as moderate criticisms. An almost complete agreement was found (98 per cent) between the ratings obtained from the two criteria mentioned above. After dividing the students into highly and moderately critical of American foreign policy in the Middle East, a contingency table was made and the association between the degree of criticism of foreign policy and satisfaction-dissatisfaction was tested by chi square analysis. This analysis, however, did not reveal any significant association.

A second type of classification of the students was made. They were divided into two different groups: (1) those students who felt that the American people have supported the much-criticized American foreign policy and should be blamed for it, and (2) those students who felt that the evils of American foreign policy were brought on by a small group only, and that this policy does not represent the well-meaning and freedom-loving people of the United States. The American people should not be blamed for the foreign policy mistakes in the Middle East.

⁹See sample of the Interview Schedule in Appendix A.

The classification of these two groups was done primarily on the basis of the students' responses to the second part of question 19 in the Interview Schedule. This part of the question asked the students to indicate who they believed were responsible for the mistakes (or the values) of American foreign policy in the Middle East. The students simply responded by either blaming these mistakes on the State Department, or on certain pressure groups on the one hand, or on the American people in general on the other hand.

The reason for such classification was to discover whether there was any association between whom the Arab students blamed for foreign policy (i. e., the American people or a few pressure groups) and their satisfaction with their sojourn in the United States. The underlying idea was that if the students feel that American people are to blame for the mistakes of American foreign policy in their native country, the students may react negatively toward the American people and hence to their sojourn among these people.

After the students were classified in two groups on the basis of whom they blamed for foreign policy blunders, contingency Table 18 was made and the chi square analysis was done to discover the degree of the association mentioned before. The result revealed a very high association ($p < .001$) between the students' satisfaction-dissatisfaction with their sojourn and their perceptions of whom were to blame for what they termed as "mistakes" in American foreign policy.

TABLE 18
ASSOCIATION BETWEEN BLAMING THE AMERICAN PEOPLE OR NOT
FOR THE CRITICIZED AMERICAN FOREIGN POLICY IN THE
MIDDLE EAST AND THE ARAB STUDENTS' SATISFACTION OR
DISSATISFACTION WITH THEIR AMERICAN SOJOURN

	Critical of Foreign Policy but Do Not Blame the American People for It	Critical of Foreign Policy but Blame the People for It	Total
Satisfaction	36	9	45
Dissatisfaction	1	16	17
Total	37	25	62

$$\chi^2 = 25.17 \text{ (with Yates correction for continuity applied)}$$

$$p < .001$$

This high association seemed to be consistent with the idea that when the Arab students feel that the foreign policy of the United States threatens the security of their native lands and consequently their self-esteem, they tend to react unfavorably toward the people who make this policy or are responsible for it. If the Arab students perceive the American people as the source of all foreign policy decisions or perceive them as supporters to these decisions, these students would then react unfavorably not only toward the American people but also to their sojourn among them. If the Arab students perceive a certain man or a certain group as the responsible party for American foreign policy, the students' unfavorable reaction would be restricted to the responsible person or group, sparing the American people in general from any blame. This kind of perception is influenced by the attitudes of the students toward and their contacts with the American people.

National Status

Morris' study, which was referred to in the section, "Related Research," has concluded that if the international student, who has a high degree of involvement with his nation, feels that Americans rate his country lower than his rating of his country, he would be inclined to have unfavorable attitudes toward America. Morris' theory was that when "those in the minority feel that the majority are making comparisons unfavorable to them, they become more antagonistic . . ." ¹⁰

¹⁰Morris, "National Status and Attitudes of Foreign Students," *op. cit.*, pp. 20-25.

The present study attempted to test this idea in regard to the Arab students' sample. As described in the previous chapter, question 20 in the interview Schedule asked the interviewees to rank their countries according to Morris' three criteria: standard of living, cultural standards, and political standards. The students were to use a four-gradation scale for their ranking. The four gradations are: highly advanced, slightly advanced, slightly backward, and highly backward.

Then the students were asked to rank their countries as they thought Americans would rank them using the same scale and criteria.

The terms "advanced" and "backward" were not defined purposely because the investigator was interested only in the discrepancies or similarities between the students' images of their countries and their perceptions of how Americans rank these countries using their own perceptions of "advanced" and "backward."

After the students were classified according to their rankings as shown in Table 19, a chi square analysis was made of the students' subjective status (i.e., self-given status to their countries) and their ascribed status (i.e., the students' perceptions of how Americans rated their countries) on the one hand, and the students' satisfaction or dissatisfaction with their sojourn on the other. The chi square analysis yielded a statistically significant association ($p < .01$) which seemed to be consistent not only with Morris' conclusion but also with the thesis of Lambert and Bressler that:

Visitors from low status countries develop their attitudes towards the United States not so much on the basis of their reactions to American life, but rather as an end product of a 'looking-glass' process based on their perceptions of the American image of their home countries.¹¹

TABLE 19
ASSOCIATION BETWEEN SUBJECTIVE STATUS AND ASCRIBED STATUS,
AND THE SATISFACTION OR DISSATISFACTION OF THE ARAB
STUDENTS WITH THEIR SOJOURN IN THE UNITED STATES

	Subjective Status Same or Lower Than Ascribed Status	Subjective Status Higher Than Ascribed Status	Total
Satisfaction	23	22	45
Dissatisfaction	1	16	17
T o t a l	24	38	62

$\chi^2 = 8.81$ (with Yates correction for continuity applied)
 $p < .01$

Success in College Work

This is the most significant variable which this study attempted to analyze in relationship to the satisfaction or the dissatisfaction of the Arab students in the United States. It is especially significant for the Middle Eastern educational authorities who have sponsored many students in their studies in the United States. If satisfaction with the American sojourn and with the United States aids the Arab students in attaining a considerable degree of success in their studies in the United States, then the question of satisfaction or dissatisfaction will not be treated as an individual matter, or as a matter of good will only. It may be recognized in all the student exchange programs as a requirement for success in college abroad. To determine the association between satisfaction-dissatisfaction and success in college, the Arab students were divided into two groups: those who were facing many academic problems, and those who were facing few or no academic problems. Whether a student had few or many academic problems was determined by the following criteria:

¹¹ Lambert and Bressler, "The Sensitive Area Complex: A Contribution to the Theory of Guided Culture Contact," *op. cit.*

1. Each student's responses to questions 8, 11, and 15 in the Interview Schedule were analyzed to discover the extent of his academic problems. These questions were as follows:

- (8) "After your present experiences of studying and living in the United States, where would you prefer to study if you have the chance to do so again? And why?"
- (11) "(a) What values do you personally find in studying in your American college or university? (b) What shortcomings do you find in this institution?"
- (15) "What problems of adjustment, in your opinion, are most common to the Middle Eastern Arab students in America?"

A student would be classified as having many academic problems according to this criterion if he indicates that he would not like to study in the United States again because he finds many difficulties in his college, that he finds more shortcomings in his college than values, and that he feels that academic adjustment is one of the important problems which face him and other Arab students in the United States. In all cases, the students seemed to be consistent in responding to these questions.

2. A check was made on the number of years which each student spent in the attainment of a certain degree against the normal period which the college catalogue prescribed for that degree.

3. The investigator interviewed faculty members and foreign student advisers and checked with them concerning the academic problems of the Arab students in the sample.

These three criteria were in agreement generally as to whether a student was facing many, few or no academic problems. The degree of agreement among these criteria was 92 per cent.

After the students were classified into two groups (those who had many academic problems, and those who had few or no academic problems), the chi square analysis was applied to the data, as shown in Table 20. A very significant relationship ($p < .001$) was found between satisfaction and success in college work.

TABLE 20
ASSOCIATION BETWEEN THE SATISFACTION OR DISSATISFACTION OF THE ARAB STUDENTS WITH THEIR SOJOURN AND THEIR SUCCESS IN COLLEGE WORK

	Few or No Academic Problems	Many Academic Problems	Total
Satisfaction	45	0	45
Dissatisfaction	7	10	17
T o t a l	52	10	62

$$\chi^2 = 27.36 \text{ (with Yates correction for continuity applied)}$$

$$p < .001$$

This association seemed to be consistent with two ideas: (1) failing in college work tends to arouse the feelings of frustration and disappointment which can be displaced in terms of over-criticism and dissatisfaction not only with the college but with America; (2) being dissatisfied with his sojourn in the United States, the Arab student's depressed feelings cause him to lose the incentive for study, to regard his college and his studies in an unfavorable way, and to neglect his studies.

This significant association between satisfaction with one's foreign sojourn and his success in college work can be supported also by similar research in the field of social psychology and in industry. The study of Coch and French,¹² which was made of a Virginia corporation, showed, among other things, that a certain degree of satisfaction on the part of the worker tends to increase his work output.

¹² Lester Coch and John R. P. French, Jr., "Overcoming Resistance to Change," *Human Relations*, I, No. 4 (1948), pp. 512-532.

Furthermore, success in a foreign college may involve the ego of the international student and heighten his identification not only with his foreign college but with the foreign country itself. An international student who completes his graduate studies in the United States successfully is likely to acquire a new and better status in his country due to his American education. Therefore, since his status is to a certain measure related with America too, he is likely to regard his success in his studies in the United States as a source of satisfaction with this country.

Causes of Dissatisfaction among the Arab Students in the Sample

To sum up the major conclusions in the previous pages regarding satisfaction-dissatisfaction, it is suitable to point out that the data for this study have been consistent with the contention that the dissatisfaction of certain Arab students in the sample with their sojourn here and consequently with the United States may have depended upon the following factors:

1. Pre-Arrival Attitudes of the Students toward the United States:

This factor seemed to influence the majority of the Arab students, especially in the early stages of their sojourn. Their attitudes may change, however, after a long period of stay here. Pre-arrival attitudes toward the United States seemed to have predisposed the Arab students to "like" or "dislike" the United States as a whole or in part. Some Arab students found "selfish capitalism," "gangsters," "broken families," and "imperialism" in America. These students came here with a negative attitude which in many cases predisposed them to select certain new experiences and perceptions which tended to strengthen their initial negative attitude. In other words, the Arab student who expected to find "selfish capitalism" could easily interpret big earnings on the part of some companies, and periodical unemployment, for example, as proofs to strengthen his negative perceptions of American capitalism.

In contrast, to some other Arab students, the United States was the symbol of democracy, a land of opportunities, a free country where law and order take precedence over minority rule and arbitrary government. These students usually selected perceptions that fostered their expectations.

Pre-arrival attitudes are subject to change. This change can only stem from significant interactions, which are the second factor in this analysis.

2. Quality of Interaction during the Sojourn:

It seemed obvious from the data that the amount of interaction between the Arab students and their American colleagues did not necessarily lead to a better understanding. As a matter of fact, one of the most common remarks of the Arab students regarding their relationship with other American students was that these relationships were "shallow" or "superficial." Many times the example for this "shallowness" came up. The Arab students said that Americans would say, "Hi," then ask certain routine questions, such as: "Where do you come from?" "How long have you been here?" "How do you like it here?" When the students would answer, their American counterparts would usually exclaim: "Oh, really?" "How nice!" or "Wonderful," after which the conversation would end, and the American students would leave hurriedly.

This picture may well be highly exaggerated, but the one purpose it serves here is to show that incidental interaction or short superficial contacts do not usually influence the persons involved in the interaction situation.

Many students remembered some of their professors and landladies or landlords favorably because obviously their contacts with them took on a meaningful nature.

Therefore, in order to form objective attitudes toward the host country, the international students must be provided first with interaction-potential settings and, secondly, with meaningful types of contacts with members of the host country.

3. Effectiveness of the Communication System between the International Students and Their Hosts:

The Arab students showed a remarkable desire for learning English as spoken by Americans. However, many Arab students came to the United States with a very poor knowledge of English. The effectiveness of their sojourn was limited by their handicap in communication with Americans. This handicap was responsible to a considerable degree for the clustering of Arab students together.

2. The Influence of the Situation upon the International Student's Self-Esteem

Arab students are usually very sensitive to what others think or say about them. When they feel that they are being neglected or offended, their sense of insecurity from the loss of self-esteem channels their energy into a certain reaction which is adequately described by Mandelbaum¹³ in discussing another group as aggressive defense. The Arab students' self-esteem was threatened when Americans alluded either to the backwardness of the Middle East, to the primitive life in the desert among the camels, to the shortcomings of Islam, or when they subscribed to political views of Britain or Israel on the Middle East situation. Any allusion to the backwardness of the Arabs was considered as a direct insult to the Arab students because most of them were, as mentioned before, over-sensitive to criticism, and were brought up with a considerable pride in the past civilization of the Arabs.

As for the political situation in the Middle East, the Arab students are usually very sensitive to Zionism and to Israel. Therefore, the discussion of Middle Eastern affairs from an American point of view which sympathizes with Israel or Britain would be considered by the Arab students as greatly hostile to them.

3. The Personal Traits of the Visiting Student

As there are group traits which may characterize the Arabs as a whole, there are also certain traits that may distinguish one Arab student from another. The shy Arab students, for instance, have less chance for interaction in an American setting. Since one of the great problems of Arab students is that of boy-girl relationships, a shy student would be handicapped considerably in his contacts with American girls.

If the Arab student has acquired a variety of interests, he might be able to use his leisure time pleasantly through associating with Americans who have the same interests, whereas an Arab student whose interests are restricted to politics, will be restricted in the scope of his associations.

4. Success in Achieving the Purpose of the Visit

Many Arab students seemed to gain considerable satisfaction from the fact that they are coming cheer to obtaining the degree or finishing the training courses for which they come here. Academic success, as previously mentioned, has a reciprocal influence on the satisfaction of the student. It is interesting to observe that the accomplishment of one's education in a certain country usually brings about a new type of identification with that country which in turn tends to pacify some of the negative attitudes toward it. For instance, an Arab student who obtained his education in the United States would gain a certain feeling of self-esteem if his college and, in a more generalized way, if the United States were rated very highly by him as well as by others.

While this chapter has attempted to test the association between certain variables and satisfaction or dissatisfaction, the following chapter will attempt to apply the results of these tests in making recommendations to the Middle Eastern and American educational authorities in order to accomplish better the values underlying student exchange programs.

¹³D. C. Mandelbaum, "The World and the World View of the Kots," in *Village India*, M. Marriott, ed., University of Chicago Press, 1955, p. 235.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The flow of Middle Eastern Arab students to the United States over the past thirty-five years has increased almost 76 times from a mere 69 students in 1921-1922 to 5,243 students in 1956-1957.¹ The sojourn of the majority of these students is usually marred by various problems of adjustment which arise from the discrepancies between their own culture and that of the United States. The present research attempted to explore, analyze and test the association between certain variables and adjustment to American culture in order to determine what factors are associated with the attainment of a satisfactory adjustment (or of a certain degree of acculturation) on the part of the international students to the American culture. The variables studied in association with adjustment were: pre-arrival acculturation, pre-arrival favorability toward the United States, age, sex, academic program, marital status, type of college, duration of sojourn, national status and success in college.

An open-end interview schedule composed of twenty questions was developed as a technique of investigation. The data derived from these questions related to the background of each interviewee in his native country; to his attitudes and images of the United States before arrival, upon arrival and after his sojourn; to his impressions of his college and his American colleagues; to his perceptions of the American view of his nation; and other related perceptions.

This interview schedule was used in the interviews with all the Arab students who were studying or in residence during the summer of 1958-1959 at Stanford University, University of California at Berkeley, San Francisco State College, University of San Francisco, San Mateo Junior College, the University of California Extension at Davis, Oakland Junior College, Sacramento Junior College, California Polytechnic College at San Luis Obispo, Modesto Junior College and Contra Costa Junior College. The students in the sample totaled 62. Of these students, 4 were girls, 13 were married, and 45 were graduate students. The sojourn of the students in the United States varied from six months to 12 years.

Another interview schedule containing five open-end questions was used in the interview with the foreign student advisers and faculty members in the four colleges and universities whose Arab students composed the majority of the sample. Based mainly on these two interview schedules, the adjustment of each student to the American culture was determined. Adjustment was defined as the expressed satisfaction of the students with and acceptance of life in the United States. Therefore, three ratings of satisfaction were made: one from the expressed opinions of the students in the interviews, a second from the opinion of each student regarding the satisfaction of other fellow students, and a third from the opinions of foreign student advisers and faculty members of their Arab students who composed the sample. Based on these ratings, 72.5 per cent of the sample (or 45 students) were found to be satisfied with their American sojourn.

The association between each variable and satisfaction was tested by using the chi square analysis. The results were analyzed and certain generalizations pertaining to the sample were made. A summary of these generalizations will be found in the following section.

General Conclusions

1. A high association ($p < .01$) was found between pre-arrival acculturation and satisfaction with the sojourn at least in the first two years. The hypothesis that the greater the Arab student's pre-arrival acculturation to the United States, the less likely he is to face problems arising from the discrepancies between his Arabic culture and the American culture seemed to have been consistent with the association found.

2. A high degree of association ($p < .001$) was found between pre-arrival favorableness toward the United States and subsequent satisfaction with the sojourn in America. This was consistent with the hypothesis that, in general, the Arab student's pre-arrival favorableness or unfavorableness toward the United States will be instrumental in determining the selection and interpretation of certain positive or negative perceptions which tend to strengthen his initial attitude toward this country and, therefore, may influence his satisfaction or dissatisfaction with his sojourn here.

3. A high degree of association ($p < .01$) was found between age and satisfaction with the sojourn. Another related high association ($p < .02$) was found between academic status (whether graduate or undergraduate) and satisfaction with the sojourn. These two findings were consistent with the hypothesis that the more mature and independent the Arab students are, the more able they are to understand the new

¹ Institute of International Education, Handbook on International Study 1958 (2d ed.; New York: The Institute, 1958).

American culture and adjust to it. According to the traditional Arabic culture, older age and maturity are synonymous in that a person usually is not given the responsibilities of a man until he is in his mid-twenties or later. Therefore, the older Arab students, who are usually graduate students, tend to be more mature than the younger undergraduate students.

4. A low association ($p < .10$) was found between duration of sojourn and satisfaction with the sojourn. This seemed to be consistent with the hypothesis that the duration of sojourn of the Arab student in the United States per se may not determine his attitude toward, and his satisfaction with, life in the United States. What determines his attitude seems to be the nature of the interaction he has during his sojourn.

5. A high degree of association ($p < .01$) was found in the discrepancies between the Arab students' rating of their native countries (subjective status) and how they felt Americans would rate them (ascribed status) on the one hand, and satisfaction on the other. This seemed to support Morris' hypothesis that when international students, who are in certain ways a minority group, feel that Americans, who are a majority group, are "... making comparisons unfavorable to them, they become more antagonistic..." toward the American people. The high association found in this regard tended also to support a similar thesis of Lambert and Bressler which says that students from low-status countries develop their attitudes according to "their perceptions of the American image of their home countries."

Related to the Arab students' perceptions of their national status is their perception of whom to blame for the "mistakes" of American foreign policy in the Middle East. A high association ($p < .001$) between this perception and satisfaction was found. This seemed to be consistent with the idea that when the Arab students felt that their countries' security, and consequently their own self-esteem, were threatened, they tended to react negatively toward the source of these policies. If the source is conceived to be the American people, there is likely to be a negative reaction toward the American people.

6. A high degree of association ($p < .001$) was found between success in college and satisfaction with the sojourn. This seemed to be consistent with two hypotheses. The first states that when the Arab student is satisfied with his success in college, he is likely also to extend his satisfaction to his college and his life. The second hypothesis states that the greater the Arab student's satisfaction is with his life in the United States, the more likely he is to appreciate his college and to attend to his studies free from the frustrations of maladjustment.

7. The student responses indicated that their major problems seemed to fall in one of the following areas: (1) social problems, such as ignorance of American social manners; (2) economic problems, such as lack of funds; (3) academic problems, such as inability to answer speed and objective tests, (4) language problems, such as unfamiliarity with the American way of speaking English; and (5) personal problems, such as shyness and frustration with American foreign policy in the Middle East.

Problems for Further Research

Despite the increasing interest in cross-cultural education as a research area, this field has many questions still to be fully explored and answered.

It would be significant for a researcher to examine the personal traits of international students and to explore the ways in which these traits influence the adjustment of these students in the host country. For instance, according to the interviews with the Arab students in the sample of this study, the interaction of the Arab student was determined to a considerable degree by his shyness and his social polish. Given equal opportunities for interaction with Americans, the introvert student is more likely to shy away than the extravert student. Therefore, it can be said that certain personal traits of the visiting students may enhance or hamper their adjustment in the United States. What are these traits and how do they affect the visiting students are some of the questions whose answers can be valuable to all persons concerned with student exchange programs.

It is equally meaningful for a researcher to examine the effect of the various degrees of the international student's satisfaction or dissatisfaction on the problems of alienation and post-return adjustment.² For instance, among the Arab student sample, those who were completely satisfied with the United States seemed to be unfavorable to their countries and were not intending to go back home. Getting to be completely satisfied with the mode of living in the United States makes the visiting student realize the faults and shortcomings of his native land and gradually loses his self-identification with his native culture. Such a student, therefore, is more likely to remain in the United States and become alienated from his native country. On the other hand, if such a student who has been fully satisfied with the American way of life returns

² Dr. Bernard Siegel of Stanford University has aptly drawn the attention of this writer to the significance of these two problems for prospective research.

the student who has been dissatisfied with the American way of life. The greater the student's satisfaction with the host culture, the greater his emancipation from his own culture seems to be. This may lead to more difficulties in readjustment to the native culture when returning home.

Another promising task for prospective research is to discover the conditions or factors in the native land which tend to influence the attitudes and satisfaction of the international students with their host country after they return to their native countries. In other words, a research can be designed to answer the following question: Why do some student-returnees change their attitude toward their host country while others maintain the same attitude toward that country?

A fourth significant problem for prospective research is to integrate the findings of various studies in cross-cultural education into one that can be useful in determining the criteria by which international students would be selected for studying in American colleges and universities.

A fifth significant question for future research to answer is: What kinds of contacts seem to influence the attitudes of international students? To know the kind of interaction that aids in promoting understanding and good will on the part of the visiting students can be very important in planning the activities for the international students in American colleges and universities.

A sixth area of significance to cross-cultural education is the examination of adjustment problems of each nationality group separately in order that it would either provide certain generalizations that can apply to all or to the majority of international students, or provide certain differences among nationality groups that can be taken into consideration by the American colleges in distinguishing the needs of their various international students.

RECOMMENDATIONS³

To Middle Eastern Ministries of Education

1. Each Department of Student Missions should obtain detailed information regarding as many American institutions of higher learning as possible. This is to determine the best faculties and facilities in a particular field so that Middle Eastern students could be appropriately placed in American colleges and universities. Presently, most Arab students are sent or advised to attend certain prestige universities in the United States regardless of their fields of concentration.
2. Better assessment of programs of the Middle Eastern students sent to the United States should be undertaken by the Student Mission Departments. Various tests should be given to students to determine their academic standing and their ability to communicate in the English language. Appraisal of the students' personalities and emotional maturities could be made through special personality inventories, measures of interests and attitudes, and recommendations by his teachers. Presently, many personal and arbitrary decisions are made regarding the selection of students to study abroad which are based mainly on the students' grades in their high schools or colleges. Better and more objective student selection procedures would lead to a better representation of the Middle Eastern countries in the United States, and to a higher caliber of students academically who are apt to succeed in their studies in the United States.
3. Once certain Middle Eastern students are selected or permitted to study in the United States, they should undergo an extensive orientation program which should deal with three areas: (a) American culture, (b) American higher education, and (c) prospective problems which Arab students will face in their sojourn in the United States, and possible solutions for these problems. This extensive orientation program should be carried out during at least the three months prior to coming to the United States. American and native educators should be invited to participate in it as follows:
 - a. American persons who are already working in the Middle East should be called upon to hold a series of seminars for students selected to study in the United States in which basic information regarding the American social, economic, political and value systems would be presented to the students, allowing them to inquire about anything they want to in this regard. In addition, the Americans conducting these seminars should give a general description of the common practices and activities in American colleges and universities, and of the specific institution in which the Middle Eastern students attending the seminar will be studying. These types of seminars not only would equip the Arab student with valuable insights into the present day American culture and education, but also would eliminate many of the students' highly exaggerated images of the United States.

³ These recommendations are based partly on the opinions of the faculty members interviewed and partly on the findings of this study.

- b. Native persons who have had the experience of studying in the United States should be called upon to conduct another series of seminars in which the common problems encountered during their sojourn in the United States and possible solutions to these problems would be discussed. This type of seminar would help the students understand the nature and extent of problems which they will be facing and the kinds of adjustments that they will have to make in order to alleviate these problems.
 - c. Reading material concerning the United States, its history, people and the educational practices and activities common to its higher education, should be carefully selected for the prospective student to read.
4. Another method, which one foreign student adviser suggested to bring about a better transition from the Middle Eastern culture to the American culture, is to send the Arab students to one of the American colleges or universities in the Middle East (i. e., American University of Beirut, Robert College in Istanbul, or Cairo University) for one semester or one year. By attending such colleges, the student would be well prepared for the type of practices and requirements demanded of the colleges and universities in the United States.
5. During the students' sojourn in the United States, dollar exchange should be facilitated by the Middle Eastern governments, and needy Arab students in the United States should be aided financially so that they can devote their full time to their studies.
6. Middle Eastern governments should keep their students who are in the United States informed on news from their countries. This would give the student a sense of closeness to his country and strengthen his identification with it. Many Arab students interviewed complained that the only news they heard about the events in their countries were the short excerpts of news published in American newspapers. They felt that they were isolated from their native country.
7. Ministries of education in the Middle East should keep their students who are in the United States informed regarding opportunities for employment. They should find such suitable jobs in which the returnees would be able to apply their new knowledge.

To American Colleges and Universities

1. American colleges and universities should send applicants from abroad sufficient information not only on their requirements and courses of study but also about their communities. It is important to inform the prospective student about the type of life, weather, and requirements in his future colleges. Communication with these students should be as fast as possible because the student's permission to leave the country and obtain dollars may depend on his admission to an American college.
2. International students should be met at the port, the bus or train station by a representative of the university or the Foreign Student Adviser's Office and taken to his temporary living quarters. The student's first impressions of the United States depend on the kind of treatment or help he is given in his first few days of sojourn.
3. The university's housing office or the Foreign Student Adviser's Office should aid the international student in the selection of his living quarters in order to avoid unpleasant experiences with some owners in the community who oppose renting rooms or apartments to international students because of their color, religion or nationality.
4. An orientation program which places the new international student under the guidance of an American student volunteer or an American family should be used in the early days of the student's sojourn. An individual and warm approach in helping the international student is more effective than a group orientation program. The individual approach also helps the student know his counselor or his host family better and, hence, feels more secure with his new friends. In contrast, in the group approach, almost every international student is asked the same questions and treated alike. In this situation the hosts have "to circulate" and talk to everyone, rather than concentrating on one or two persons and making them feel that they are their friends.
5. The international student should be given personal counseling by his academic adviser as well as by his Foreign Student Adviser. In many American colleges, professors and Foreign Student Advisers are so busy that they cannot give sufficient attention to counseling their international students who need such counseling more than the American students. Therefore, more personnel and more facilities are needed in order to give individualized attention to the international students.

6. The American college should plan certain activities in which international students can use their talents and backgrounds. For instance, Arab students like to play soccer, and are apt to contribute to any discussion regarding the Middle East. Such activities sustain the international student's self-esteem, provide him with appropriate channels of recreation, and tend to integrate him into the American student body.

7. The American college must provide opportunities for the international students to learn about American life outside of the University, such as arranging low-cost trips to historical places, visits to factories, newspapers, and state or local government buildings.

8. The American college also should encourage its community people to invite international students into their homes and to exchange ideas with them. This would foster international understanding and good will between Americans and international students.

In conclusion, it is hoped that this study as a whole would attract the attention further to the sensitive and significant area of student exchange. It is in this area that international understanding, good will and peaceful relations can start if the visiting students are led and helped to understand the host culture, to interact meaningfully with the host people, and to utilize every available opportunity to advance their learning so that they would help advance their native lands upon return and spread good will among the nations of the earth.

APPENDIX A
SAMPLE INTERVIEW

SAMPLE INTERVIEW

(The following is a sample interview. It was conducted with a Syrian graduate student in his home and lasted about two hours. The notes were taken immediately and the interviewee was so courteous to speak slowly so that all notes could be written fully. Part of the interview was conducted in Arabic, but the interviewee answered many questions in English. A literal translation of the Arabic parts of the interview was made by the interviewer, however, the English part of the interview is presented without any grammatical changes.)

Q Now, let us start by asking you some questions about yourself: how old are you?

A 32.

Q Are you married?

A Yes, and I am still in my honeymoon.

Q Honeymoon? Well, congratulations. Is the lucky girl from the Middle East?

A No. My wife is an American.

Q I understand that you came from Syria. In what city did you reside?

A Damascus.

Q How long did you reside there?

A All my life was spent there excepting for few trips to Beirut and Cairo.

Q What types of activities did you engage in there?

A Sports such as swimming and soccer and attending movie theatres especially American movies. I used to go out picnicing with some of my friends. I like to listen to music over the radio.

Q Have you ever been associated with persons other than Arabs?

A Oh, yes. I have met many Americans in Damascus. As a matter of fact I had some good American friends.

Q What was the nature and duration of this association?

A You see, I worked in the Socony-Vacuum Oil Company in Damascus for six years. During these years I met many Americans, and had the opportunity to associate with them.

Q To what degree do you think Damascus has been influenced by Western culture?

A I would say to a considerable degree in some aspects of life, and to a lesser degree in other aspects. Westernization has influenced the material life of Damascus. We have, as you know, American cars, American refrigerators, Western household items and many other things. But in matters relating to thoughts and values, the Islamic-Arabic way of thinking still prevails in Damascus excepting maybe for some Western business methods and ideas.

Q How was this influence manifested in your own life in Damascus?

A I think that I was influenced by Westernization in many ways. Science courses in high school were based mainly on Western books. The company which I worked for, Socony-Vacuum, was a good example of the influence of Western know-how on the country as a whole in general and on myself and other employees in particular. Furthermore, the tools which we used in our house can be easily identified as products of Western technology. And because of the translation from English and French which was and still is going on I had a chance to read a selective fruits of the Western mind in Arabic such as those of Shakespeare, Voltaire and George Bernard Shaw, and Mark Twain.

Q When did you come to the United States?

A I came in November, 1953.

- Q What did you think of the United States before you came?
- A First I would like to say that my case was not the usual one. When I came to this country I was older than the average Arab student who come here. Besides, I worked for six year in Socony-Vacuum when I was in Damascus. Therefore, before I came to America I had some knowledge of the American mentality.
- Q Was this knowledge coincident with your first impressions of the United States when you arrived here?
- A The average Arab student gets the impression that America is a fantastic country, but when he comes here he gets disappointed because he expects too much to be true. This was not the case with me. I expected to find America different from what the movies tell you and that's why I was not disappointed with America at all when I came here.
- As for my first impressions, I did not like the treatment of the immigration man to me because his questions were not diplomatic. Actually, I was annoyed by the way he asked me the questions more than by the questions themselves. He thought that I will take something from America, and he was not apparently pleased to have me here. Other than this incident, I was very pleased. I was very amazed by the airport (La Guardia), and was equally amazed by the crowdedness and continuous movement in the streets of New York.
- Q Well, have the past five years which you have spent in the United States changed any of your first impressions of this country?
- A During these five years, I familiarized myself with the American people. I discovered that American officials are not like the immigration officer whom I met upon arrival. I would like to say that my experiences during these five years strengthened my good impressions of America before I came here.
- Q After your present experiences of studying and living in the United States, where would you prefer to study if you have the chance to do so again?
- A I prefer to study here again.
- Q Why?
- A Because I like my studies here, and above all I enjoy living here and dealing with people. Also, I got used to the American way of life so it's easy for me to adjust to this life when I come back here.
- Q The following question is purely a hypothetical one: if you have no obligations of loyalty to your country, and if you have the freedom of choice, where would you like to settle here or in Syria?
- A If I have no obligations of loyalty, I would chose to remain here, but as I am bound by my patriotic obligations to Syria and to the Arab world, I will settle in Syria or any other Arab country. I want to go back home because I think I shall be useful there. The Arab world needs its educated students to help it progress faster and faster.
- Q How do you use your leisure time here?
- A Reading, listening to the news over the radio, watching television and above all going out with my wife to see some friends or attend movies. Oh yes, I forgot to mentioned that I also participate in the meetings of the Arab students organization and its scheduled activities such as discussions, picnics and the like.
- Q Let us now talk about your college. What value do you personally find in studying in this college?
- A I like the emphasis on research and scientific thinking. I have learned to respect other persons' ideas and to discuss matters according to logic but not to an emotion. In my field, the university has some of the finest scholars who have contributed a lot to my learnings. The professors are usually co-operative and respectful.
- Q What shortcomings do you find in this institution?
- A Sometimes, the classes are too large to allow discussion. On the undergraduate level, there are too many tests which came at the beginning as a shock because the new student is not used to objective tests in the Middle East. But later one gets used to them.
- Q Do you think that American students are friendly and interested in associating with Arab students?

- A Yes.
- Q Do you think that Arab students are interested in associating with American students?
- A Yes.
- Q What do you think of American girls?
- A I think so highly of them that I married an American girl myself.
- Q Do you think that Arab students have any difficulty in making dates with American girls?
- A Yes they do.
- Q Why do you think they do?
- A Because some may have wrong expectations which may lead to disappointment. Also because the Arab student is new to the idea of dating. He is not used to this new relationship.
- Q Speaking about the Arab students having difficulties, what problems of adjustment, in your opinion, are most common to the Arab students in America?
- A As I said, adjustment to relationship with American girls is very important. Some Arab students are very bitter about not being able to get dates with American girls. They complain that American girls are not as good as European girls without seeing a European girl in most cases. The second major problem that many Arab students face, I think, is adjustment to the American college. The Arab student is not an orderly student. He crams at the end of the semester. Some Arab students demand from their professors a special treatment and this may be a pretence. The third problem is that Arab students expect too much from his American friends. Americans may not help, not because they lack courtesy, but because they may be involved in competitive situations.
- Q What do you think are the main characteristics of the American culture?
- A This is a big question. What would you like me to talk about specifically?
- Q Well, let us break down the topic into facets. First, what do you think of the American family?
- A Speaking on the American family first, it's hard for me to generalize. However, I think the American family is more united than some of us, the Arab students, imagine. But the members of the family do not pretend or show their emotions as clearly as we do.
- Let me give you an example. When I was studying in Washington, (D.C.) an American friend invited me to spend the week-end in his home in Connecticut. He told me that he himself has not been home for over three months, and that his parents would be glad to see us both. Apparently, he wrote to his parents telling them that we were coming. When we reached his home in Connecticut, he opened the door with his knee. After we came in, the mother's voice came from another room, "Is that you John?" He answered, "Yes mother." The voice of the mother came, "Make your friend and yourself comfortable. I am busy now, and will see you later." So my friend took me around the house. I was really puzzled. If this incident of a son returning home after three months absence happens, the mother would hug her son, cry and jump from joy. The father and all other relative would probably gather to greet the returning son with all the fanfare that accompanies such occasion. But in my friend's case, the mother and the son were calm, and did not even see each other immediately. When they did, they talked calmly without tears or a great display of other emotions.
- Q When did this incident happen?
- A During my first year in America.
- Q How do you interpret this incident?
- A I learned later that American parents love their children just as much as we do. The only difference is that we tend to over-display our emotions and they tend, according to our criteria, to under-display their emotions. American family according to our measurement is weak, but in reality I do not think it is. In general, the American average family seem to plan its activities: do they buy a new car or have a baby? This planning is a proof of its feeling of responsibility. This feeling is lacking in our families unfortunately. Our people still say "God gives, and when he gives, he will take care of us." This is escaping responsibility.

Q Well, now, what do you think of the American people in general?

A I think the American people pay a special attention to the education of their children. Look at the PTA's which are established throughout this country. These PTA's show the desire of the American people to share in the responsibility of education of its youth. I think that Americans in general are superficial, but I mean only on the social level. I personally speaking think that we are more superficial than Americans. When I say "superficial" I do mean any criticism in it. In fact, many of us misunderstand the Americans. Not talking to you after seeing you once does not mean that the American is "superficial" in the bad sense. It means a certain kind of personal privacy. Drinking a coffee once with an American is not a sufficient basis for strong personal relationship among people. But when relationships with Americans become stronger and stronger, you find the Americans as warm and sincere as any people in the world. In our country, there is a certain kind of social hypocrisy. If we tend to use the word "superficial" in the bad sense of the world, we must then define "superficiality" in a positive way, or better substitute it with "impersonality" in an industrial setting. The American personality comes from: (1) a sense of respect of privacy. One cup of coffee is not enough to establish friendship; (2) atmosphere of business which influence their relationships. This is a highly industrialized society; (3) the family is far from being broken down. The lack of cohesion which is being brought back by suburban living. Suburban living help have more kids, more mothers do not work. I met people who plan for their kids. This is very important in the world. This does not mean a breakdown in the family. I want to say also that the American individual lacks individualism because the mass media of communication and propaganda by public relations. It's difficult for the average person (here) to be individualistic. But despite that, they (Americans) have more individualism than we have.

Q What do you think are the accepted values in American society?

A: Emphasis on material acquisition, the Ten Commandments, emphasis on success with material gains as a symbol, emphasis on competition even in early stages of life.

Q What elements, of the American culture would you like, or dislike, to see introduced in Syria?

A: I like the emphasis on order, respect for law and industriousness in America. American political democracy can be adopted to the culture of the Middle East.

Q What concepts or practices of American education would you like, or dislike, to see being used in Syria?

A: I like the emphasis on research, the PTA set-up, the liberal methods of education, elective system and the tremendous college facilities. I like to see all these in our countries.

Q What do you think of the American policy toward the Middle East?

A: Generally speaking, it has not been a well-thought or planned policy. Sometimes one may think that there is no well-defined policy toward the Middle East. Policy decisions are made on the spur of the moment and that is why it is neither consistent nor good.

Q Who do you think should be blamed for this policy?

A: Not the American public in general certainly. Americans are very fair-minded people, and they would not like the American foreign policy toward the Middle East if they know about it well. Many of the well-educated Americans seem to be dissatisfied with this policy also. I blame pressure groups and the American desire to go along with some colonial powers such as Britain and France in their colonial policies.

Q How do you rank Syria according to the following criteria: standard of living, cultural standards, and political standards? 1. Highly advanced; 2. Slightly advanced; 3. Slightly backward; 4. Highly backward.

A: I would say that standards of living and cultural standards are greatly backward. Political standards are between slightly backward and greatly backward.

Q How do you think Americans rank Syria according to the previous three criteria?

A: Greatly backward in all these criteria which is unfortunately just about right, according to their standards. I think that they do not mean any criticism by that. We have to face the facts and improve the general conditions in the Middle East.

APPENDIX B

FORM LETTER SENT TO ALL APPLICANTS FROM OVERSEAS

STANFORD UNIVERSITY
Office of the Foreign Student Adviser
International Center
539 Lasuen Street
Stanford, California

Dear Friend

I am happy to learn that you intend to enroll at Stanford University in September 1958. (1) On behalf of the students, faculty, and staff of the University, I wish to extend a cordial welcome to you. We hope that Stanford University can help you to pursue the aims which you have set for yourself in your education. We also hope that you will be able to contribute to the growth of international understanding and friendship through your presence on campus. In this connection, I suggest that you bring some materials with you such as records and musical instruments, costumes, slides or pictures. You may have an opportunity to use these in telling others about your country.

The Committee on Friendly Relations Among Foreign Students, 291 Broadway, New York 7, stands ready to assist you upon your arrival in this country. Please advise the Committee on Friendly Relations in New York of your date of arrival at any port of entry except San Francisco. If you intend to arrive in San Francisco, you should notify our office, giving the name of your ship, or the number of your flight, so that we can make arrangements to have you met.

We suggest that you plan to arrive at Stanford on Wednesday, September 17, so that you will have plenty of time to get settled. In the past it has been our experience that it is helpful for new students from abroad to arrive approximately two weeks before the start of instruction so that they can become acquainted with the Stanford area and some of its people before the actual business of examinations and regular academic work begins. (2) Therefore, we have made arrangements with local families for foreign students to stay in their homes from September 17 until Registration Day, paying only a nominal rental (\$1.00 a night). Only hotel accommodations will be available before September 17. If you prefer, we also will try to arrange hotel accommodations for you after September 17 (see below). No University housing will be available before September 28.

From September 17 - 24, the Community Committee for International Students, a group of local citizens, will offer a "get acquainted" program including trips to factories, scenic sites, and parties where you may meet local residents. The Institute of International Relations, a student organization, will have a pre-registration program starting Thursday, September 25, which will offer you an opportunity to meet other Stanford students. There will be lectures and discussions designed to familiarize international students with procedures and customs at Stanford University.

If you are unable to give us advance notice of your arrival hour, please call the International Center, DA 6-5252 or DA 3-9411. If you arrive after seven o'clock at night, we suggest that you take a room at the New Cardinal Hotel (\$3.50 and up) or the President Hotel (\$5.00 and up).

- (1) We will greatly appreciate the courtesy of an immediate air letter notice if you do not expect to enroll at Stanford this autumn.
- (2) Some new students who have participated in summer programs such as those sponsored by the Institute of International Education, prefer to spend more time travelling, but others have found participation in the full community program more profitable. At any rate all students new from overseas are urged to arrive at Stanford by Tuesday, September 23, because the information absorbed and contacts made in the days before Registration have proved valuable in the past.

* * * * *

Unfortunately, Stanford University does not have enough campus dormitories for all its students. We will attempt, however, to house as many new foreign students as possible in dormitories or private homes on campus. Within the limits of available space, entering students, whose housing reservation are received by September 1, 1958, will be located on campus in the order in which their applications are received. We cannot make a definite promise that we can accommodate you on campus because dormitory space is so limited, but we will do our best. Almost all accommodations on campus are double rooms. Single rooms are available only at a university-operated war-time housing development called Stanford Village, which is located in a neighboring town three miles from campus. No meals are served there and no public transportation to the campus is available. Single rooms also may be secured in private homes in

the town of Palo Alto, which is located two miles from campus. Public transportation to and from Palo Alto is available during daytime hours only. No cooking is permitted in university housing and most private rooms do not offer kitchen privileges.

On the basis of our previous experience, we recommend strongly that single students live on campus during their first quarter at Stanford, since new students without automobiles, who have lived off campus in the past, have found life quite difficult. Therefore, we urge you to return your housing reservation slip by September 1st, since you almost certainly will have to live off campus if we do not receive your reservation by that date. If you expect to arrive at Stanford after September 25, you must re-confirm your room reservation between September 1 and September 25 in writing or by cable, or send a \$25.00 deposit. Otherwise, your space will be given to another student. Unfortunately, there is a one-year waiting period for university operated apartment housing for students who bring their families. Apartments in town are expensive. (\$75.00 to \$115.00 per month for a one-bed room apartment).

The English Test for Foreign Students will be held in Room 51-F on the Inner Quadrangle at 9:00 o'clock on Saturday morning, September 27. Although it is very important that students required to take this test should present themselves on Saturday morning, it will be possible to take a make-up examination on Tuesday, September 30 at 9:00 A. M. in Room 143, Memorial Auditorium. You will not be allowed to complete your registration until you take the English Test for Foreign Students, if this requirement was imposed on you as a condition of admission.

Please bring your passport with you on Registration Day, since we may not register any students from abroad who do not produce their immigration documents.

It is our task and privilege to be of assistance to you during your stay at Stanford University. I hope to meet you in person when you arrive here.

With many good wishes for a successful year!

Cordially yours,

Werner Warmbrunn
Foreign Student Adviser

HOUSING FOR FOREIGN STUDENTS

If returned to the Housing Office by September 1 this slip is your application for a room on campus. No reservation will be held after September 25, unless a room deposit has been paid or unless you notify the Foreign Student Adviser's Office by air letter or cable between September 1 and September 25 that you expect to occupy your room by the beginning of the Autumn Quarter. Please return this slip as early as possible since it will be easier for the Community Committee to make plans for the autumn if we have an early response.

Name (Mr.) _____
(Mrs.) _____
(Miss) _____ Last (Family) First (Given) Middle Age

Address _____

Undergraduate _____ Graduate _____ Department _____

Single _____ Married _____

Do you want:
Private room on campus (\$100. - \$125. per quarter) _____
(for single men and women)

Men's campus residence (doubles) (\$100. per quarter) _____

Temporary housing development for men ("Stanford Village") (Single \$75.) _____
(per quarter)

Graduate Women's Residence (\$100. per quarter) _____

If married, will your family accompany you? _____

Size of Family _____

Will you be looking for living quarters for yourself and your family? _____

How much do you expect to be able to pay? (One-room apartments normally start at \$75.00 per month) \$ _____

(Married students will have to locate their own accommodations, but the Community Committee may be able to extend some help).

Expected Date of Arrival _____ (ship _____)
(plane _____)
(train _____)
(bus _____) Signature _____

Do you want to room with an American family during the Pre-Registration period?

(\$1.00) _____

Do you want to live in hotel during this time (\$3.50 - \$5.00)? _____

PLEASE BE SURE TO RETURN THIS SLIP TO THE HOUSING OFFICE.

APPENDIX F

WELCOME LETTER TO NEW FOREIGN STUDENTS

COMMUNITY COMMITTEE FOR INTERNATIONAL STUDENTS
STANFORD, CALIFORNIA

September, 1957

Dear Friend *

The Community Committee for International Students welcomes you to the Stanford area and wishes you a successful year at the University.

Our Committee is a group of local residents interested in international education. In order to promote the friendly contacts this community has with students from abroad, the Committee helps to arrange housing for the newly arrived students. Before you are settled in university housing or have had time to choose your residence in the community, the Committee would like to offer you a temporary home with a family in this area.

Many citizens living near Stanford are interested in meeting students and in sharing their homes with you. In order to simplify such living arrangements for both student guests and hostesses, the Committee has set up a nominal rental charge of \$1.00 per night. This fee will be collected in Cubberley Hall on Thursday, September 19 at 3 p. m.

Your hostess cordially invites you to be her guest for dinner after your arrival and breakfast the following morning, and other meals when it is convenient. Each evening at 6 o'clock a group of students will gather at the Cellar to go out for dinner.

In a short time you will be busy with your studies and university activities. Therefore, we suggest that you take advantage of this opportunity to become acquainted with our community through our program. On the other hand, we hope that you will not feel obligated to participate in every event.

You may wish to know that in American homes it is the custom for guests to make their own beds and keep their rooms clean, but you are not expected to give much of your time in helping with household affairs.

All members of the Community Committee hope that your stay in the United States will be both pleasant and profitable, and that you will enjoy your first days in the Stanford area. The Committee and the Foreign Student Adviser will be glad to help you in any way possible.

With best wishes.

Patricia Chadwick, Chairman
Community Committee for
International Students

DAvenport 2-8517

APPENDIX G
INFORMATION GIVEN TO ALL NEW INTERNATIONAL
STUDENTS BEFORE REGISTRATION AND AT THE
BEGINNING OF EVERY YEAR

STANFORD UNIVERSITY

Office of the Foreign Student Adviser
International Center
539 Lasuen Street
Stanford

Davenport 3-9411
Ext. 2683

Special Information for International Students

1958 - 1959

PLEASE SAVE FOR FUTURE REFERENCE

The following information and instructions may be important to you. During your stay in this country, you must comply with certain Immigration regulations. A few minutes spent reading this booklet now may save you anxious moments in the future.

The foreign student office wants to assist you in observing these regulations and to help you in such matters as passports, visas, and correspondence with your government. It is well to bear in mind that it is your personal responsibility to comply with governmental regulations. Please feel free to call at the foreign student office at any time.

Mrs. Hess is prepared to assist you with routine Immigration and certification procedures. The Foreign Student Adviser and Mrs. Harriet Eliel, Administrative Associate, will be happy to advise you on special situations which may arise. In order to avoid long waiting periods it is suggested that you make an appointment beforehand when you wish to see the Foreign Student Adviser personally.

WHEN YOU ARRIVE AT PALO ALTO

You will find it helpful to call at the International Center, 539 Lasuen Street, soon after your arrival in Palo Alto. We may be able to help you get settled and arrange to have you meet a representative of your department. In September, a special reception program is conducted by the Community Committee for International Students. The trips and parties arranged by the Committee are listed in the International Center. In calling at the office for the first time, please bring your passport and other travel documents with you.

DEAN OF STUDENTS OFFICE AND STUDENT SERVICES

The Foreign Student Adviser's office is an integral part of the comprehensive student counseling program under the Dean of Students. The Foreign Student Adviser will refer you frequently to other departments of the Dean of Students' office: the Dean of Men, the Dean of Women, the Registrar, the Director of Admissions, the Placement Service, the Counseling and Testing Center. These various offices and officers have special responsibilities and serve students in all schools and departments of the University.

Your attention is particularly called to the following officers who will be glad to assist you with any personal problems: Dr. H. Donald Winbigler, Dean of Students; Dr. William G. Craig, Dean of Men; Dr. William H. Allaway and Mr. David Larimer, Assistant Deans of Men; Miss Elva Fay Brown, Dean of Women; Mr. Robert P. Huff, Director of Financial Aids; Mrs. Jane Koonce, Assistant Dean of Women; Dr. John D. Black, Director of the Counseling and Testing Center.

REGISTRATION DAY

It will be necessary for you to bring along your official travel and immigration documents on Registration Day, as we are not allowed to complete your first registration without a check of your passport or alien registration card. Please look up the foreign student desk in the Pavilion on Registration Day after you receive your registration book.

You will find a number of special forms for foreign students in your registration book. Please fill out these forms carefully and return them to the foreign student desk in the Pavilion. There, the secretary will counterstamp your book. This counterstamp will authorize you to complete your registration.

ENGLISH TEST FOR FOREIGN STUDENTS

Most new foreign students are required to take the English Test for Foreign Students as a condition of their registration. This test is administered in Room 51 next to Memorial Church, on Saturday, September 27, 1958, at 9 a. m. For the Winter, Spring and Summer Quarters, the Test is administered in Room 143 of Memorial Auditorium at 9 a. m. on Registration Day by Miss Clara Bush.

During the Autumn Quarter, Speech and Drama 47 will be offered Monday through Friday at 3:15 p. m. in Room 48 in the Men's Physical Education Building. Speech and Drama 48 will be given at 4:15 p. m. in Room 129 in Memorial Auditorium.

PERIODIC REPORTS

You are required by law to keep the Department of Justice informed as to your address and any other information required. Consequently, each year during the month of January, you must obtain a card (Form I-53) from any United States Post Office or the Foreign Student Adviser's office. You will fill it out completely using your alien registration number (A-number) or your visa number (V-number) if you do not have an alien registration number, and hand it to a clerk in the Post Office. This regulation also applies to permanent residents. It does not apply to students who enter the United States as officials of their home governments on A-type visas.

Aliens on (F) student and exchange visitors (J) visas are required to submit an address report on the post card Form AR-11 every three months. Form AR-11 may be secured at any Post Office.

CHANGE OF ADDRESS - REPORT IMMEDIATELY

All visitors from abroad are requested to report any change of address (even within the University) to the following offices:

(1) the Registrar of the University, (2) the San Francisco Office of the Immigration and Naturalization Service, in writing, (3) the Office of the Foreign Student Adviser and (4) the Department of Justice, on post card, Form AR-11. Students on government (A) visas need not report to the Immigration Service or to the Department of Justice. Permanent residents are not required to report to the Immigration Service in San Francisco.

TRANSFER OF FUNDS FROM HOME COUNTRIES

Due to the shortage of the American dollar abroad, the transfer of funds from home countries to the United States has become increasingly complicated and often involves long delays. The Office of the Foreign Student Adviser is prepared to provide certificates which may be required to expedite receipt of funds.

Since delays often occur in the transfer of funds from abroad, you are urged to take immediate steps to complete all arrangements for receipt of funds necessary to pay your University fees and living expenses. Certificates will be ready 48 hours after application is made.

MINIMUM PROGRAMS OF STUDY

Foreign students on "F" visas are required to pursue a full program of studies from September to June. Students who are unable to enroll for a full course of studies as defined below, or who after registration must reduce their program, should consult the Foreign Student Adviser in advance. Please read carefully the regulations governing the procedure for change of studies as set forth on Page 93 of the University Information Bulletin.

Undergraduates holding "F" visas are required to carry a minimum of thirteen units each quarter. Graduate students holding "F" visas must carry eight quarter units. Graduate students who have completed the required course work for their degree, may do their research and write their theses or dissertations without registering only if they supply the Foreign Student Adviser with a statement in duplicate from their major department to the effect that (1) their research is the equivalent of a full time course of study and (2) that it is a part of the requirement for the degree. University regulations suggest students in this category secure Attendance Permits.

During their first quarter of residence at Stanford, students who have just arrived from abroad are sometimes given permission to carry a study load smaller than that required by the Immigration Service. In all such cases the permission of the academic adviser and the Foreign Student Adviser must be secured. Undergraduate students also need to submit a petition to the Committee on Registration and Advanced Standing asking for permission to carry a reduced load.

The University must report to the Immigration and Naturalization Service of the United States Department of Justice all foreign students on "F" visas who have been disqualified or fail to carry a minimum program of study as outlined above. If so reported, the student may have considerable difficulty in extending his period of temporary stay.

A special arrangement has been made for graduate students to register for a maximum of eight units of credit, with the approval of the major department, upon payment of the total fee of \$180. This arrangement is intended primarily for graduate students who do not wish to undertake a full program of academic work and will count only as half a quarter of residence toward meeting the requirement for advance degrees. Students registering for such a half-time program must make special arrangements with the Registrar's Office for fee adjustment. If they fail to do so, they will be charged the regular full time tuition fee of \$250. Tuition reductions from regular to half time cannot be made after the first two weeks of the quarter.

EMPLOYMENT REGULATIONS

Students on "F" visas may apply for permission to accept part-time employment for one of the following reasons: (1) Shortage of funds, or (2) Employment recommended by their major departments for practical training. As a rule "F" students will not be allowed to accept part-time employment during their first year in the United States since it is assumed that they have given proof of sufficient finances before entering the United States. Furthermore, they are expected to demonstrate satisfactory academic achievement before taking any employment. No permission is required for employment within the major department.

No students on "F" visas are allowed to accept employment without written permission of the San Francisco Office of the Immigration and Naturalization Service. Application forms for such employment are available at the Foreign Student Adviser's Office and must be endorsed by him.

All employment permits become inoperative if the student fails to maintain satisfactory scholastic standing or discontinues his registration at the University.

Permission to accept full-time employment for practical training up to a maximum of 18 months may be granted to foreign students by the Immigration Service. Application forms may be secured at the foreign student office. The Foreign Student Adviser must endorse these applications forms. Departure Reports must be submitted at the time application for full-time employment is made.

Work for partial or full room and board is considered work for pay and requires the same procedures as outlined above.

Failure to secure advance permission to work, or working without permission, is a violation of the law and may lead to cancellation of the visa.

Students on exchange visitors' visas may accept employment if they secure approval of their sponsor. The Foreign Student Adviser grants such approval for all students sponsored by the Institute for International Education (Programs G-I-1, P-I-6) and to students under the sponsorship of Stanford University (Program P-I-162).

If you have an immigrant visa, you may work at any time without reference to the Immigration and Naturalization Service.

PASSPORTS

Check the expiration date of your passport. Your passport must be valid for at least six months beyond your initial stay, or any extension of stay in the United States. If your passport is not in order, send it or take it to your consulate in San Francisco for renewal. If your country has no consulate in San Francisco, send it to your embassy in Washington, D. C.

EXTENSION OF STAY

Students entering the United States on "non-immigrant student" (F) visas usually are admitted for a period of one year. This period of temporary stay may be extended, upon proper application to the Immigration and Naturalization Service. You must fill out an application form (Form I-539) and two copies of a supplement (Form I-20) obtainable at the Foreign Student Adviser's office. The application form, the supplement, your passport and the Temporary Visitor's Permit should be mailed to the San Francisco Office of the Immigration and Naturalization Service, 630 Sansome Street, San Francisco, between 15 and 30 days in advance of the expiration date shown on your Temporary Visitor's Permit.

Students on exchange visitors' visas also need to apply for an extension of stay on Form I-539. The application must be accompanied by Form DSP-66 issued by the sponsoring institution or agency indicating the date to which sponsorship has been continued. The Foreign Student Adviser's office issues Form DSP 66 for students on Stanford's Exchange Visitors Program (P-I-162). The President's Office issues Form DSP 66 for non-student exchange scholars.

VACATIONS OR FIELD TRIPS OUTSIDE THE UNITED STATES

Leaving the boundaries of the United States during your period of temporary stay may place you in a very embarrassing situation. Most exchange visitors and "F" students will have to secure new visas from the United States Consul abroad unless they hold multiple or unlimited entry visas which are valid on the day of re-entry into the United States. Unless your passport and visa are in perfect order and unless you carry documents certifying your status as a student or exchange scholar at this University, you may not be allowed to re-enter the United States. You are urged therefore to call at the Foreign Student Adviser's office with your passport well in advance of your proposed trip and discuss the necessary arrangements. Each year students find themselves in awkward situations because they fail to heed this suggestion.

TRANSFER TO OTHER INSTITUTIONS OR WITHDRAWAL FROM THE UNIVERSITY

Foreign students withdrawing from Stanford University are expected to file a departure report for the Immigration Service with the Foreign Student Adviser's office. No foreign student may transfer to another institution without seeking permission of the San Francisco Office of the Immigration and Naturalization Service at least thirty days in advance.

Foreign government scholars are reminded that they may not change schools or majors without the permission of their governments.

INCOME TAX

The question of income tax chargeable against funds earned or received from the University is complicated. Those who receive remuneration from the University should first determine the regulations and deductions as prescribed by the Controller's Office. Usually students and exchange visitors planning to remain in the United States for at least two years are permitted to claim residency for tax purposes. This means that the 30% nonresident deduction on taxable income does not apply to them. The Payroll Section in Encina Hall will be happy to consult with individuals in regard to this matter, and such consultation is recommended before signing forms or definitely establishing procedures for deduction.

HEALTH AND ACCIDENT INSURANCE

As accident and sickness insurance policy for foreign students in the United States may be obtained from the United States Life Insurance Company, 84 William Street, New York, N. Y. This plan pays actual expenses incurred within six weeks of injury for Medical, Surgical, Hospital and graduate nurse care up to \$750.00 for each accident which requires treatment within 90 days of injury. Rates: \$25.20 yearly. Students who are not regularly registered are advised to secure this policy. Information and application forms are available at the office of the Foreign Student Adviser.

AUTOMOBILE OWNERSHIP

International students and scholars are advised not to purchase an automobile unless their income is much larger than their ordinary expenses. It may be estimated that it costs at least \$50 per month, apart from the purchase price, to operate an automobile in California.

Those students and scholars who do purchase an automobile are urged to take out liability insurance since it is almost illegal to operate a car without such insurance. Minimum liability insurance will cost single students under 25 approximately \$225.00 per year at present rates. It is somewhat less expensive for older and married drivers.

BEFORE YOU LEAVE THE UNITED STATES

You are advised to go to the Bureau of Internal Revenue located at 112 McAllister Street in San Francisco, to secure a Treasury Sailing Permit within thirty days of your departure from the United States. All visitors leaving the country are required to report whether or not they have received any taxable income while in the United States.

MILITARY SERVICE IN THE ARMED FORCES OF THE UNITED STATES

Students on student (F), Exchange-Visitor (J) or Government (A) visas are not required to register for the Selective Service.

Persons whose selective service status is in doubt should consult with Mr. Walter Findelsen, National Service Adviser, in Room 102H. This will apply to all students on immigrant visas who must register within six months of their arrival here.

APPENDIX H

STANFORD UNIVERSITY

THE SPECIAL PROGRAM

FOR

INTERNATIONAL STUDENTS

1958 - 1959

THE SPECIAL PROGRAM FOR INTERNATIONAL STUDENTS

In order to assist new students from abroad in making the best possible use of their limited time, Stanford University offers an orientation and language program for international students. This program is designed especially to help new students overcome academic difficulties due to language problems or teaching techniques typical of American universities such as large reading assignments, the use of objective tests and of frequent examinations. It also attempts to interpret the United States and its people to new students from abroad.

This special program includes the following courses:

1. Graduate Division Special Course 305. Introduction to Contemporary American Life. Open to undergraduates from abroad by permission of the instructor. This course satisfies the American History requirement for graduation in the case of foreign students. The course will include a review of some of the focal points of American history and the study of a few of the most important American political institutions. It also will cover a discussion of contemporary topics to be selected by the class. A number of guest speakers on contemporary problems are invited. 2 units, winter quarter. Wednesday 7:00 - 10:00 p.m. (Warmbrunn)
2. Speech and Drama 47. English Communication for Foreign Students. For the foreign students interested in improving their pronunciation and understanding of English speech and their use of the written language. 6 units, autumn quarter. (Bush and Staff)
3. Speech and Drama 48. English Communication for Foreign Students (Intermediate). A continuation of Speech and Drama 47. 3 units, winter quarter. (Bush and Staff)
4. Speech and Drama 49. English Communication for Foreign Students (Advanced). Emphasis is placed upon fluency and ability to communicate effectively in both spoken and written English. 3 units, autumn, winter and spring quarters. (Bush and Staff)
5. Study Skills and Developmental Reading. Meets three times a week; no credit is given for this course. It is designed to assist the student in acquiring and improving those study and reading skills which are necessary for academic success at Stanford. Discussions and practice will be given in the following skills: increasing speed of reading and comprehension, taking notes, and preparing for and taking examinations. This course is designed to give both group and individual aid to the students enrolled. In order to enroll the student should come to the Counseling and Testing Center which is located on the same floor as the Foreign Students Adviser's office, during the first week of each quarter.

On the basis of their performance in the English Test for Foreign Students some students will be required to take Speech 77 or Speech 49, so that they may improve their opportunities for academic success. If such a requirement is imposed, the matriculation of the student concerned will remain conditional until a passing grade is secured in the required course.

APPENDIX J
SAMPLE OF EVALUATION OF INTERNATIONAL CENTER ACTIVITIES
AT STANFORD UNIVERSITY

EVALUATION OF SPRING VACATION TRIP TO ENSENADA

Prepared by Margaret Clucas, Staff Associate,
International Center

April 9, 1958

There were seven foreign students and five Americans answering the evaluation sheet. This represents a 40% response. Six foreign students and all American students said they would have signed for the trip if they had known ahead of time what it would be like. One foreign student did not answer this question.

The best thing about the trip for both American and foreign students seems to have been the opportunity to get better acquainted with each other. One foreign student also included "approach to nature, cooperation in group activity." One foreign student mentioned the opportunity to get better acquainted with other foreign students with the foreign underlined.

The worst feature of the trip was the weather. Three Americans complained of bad weather. One mentioned "Waste of time during bad weather which could have been spent touring or in some other activity." One American did not reply to the question. One American mentioned lack of organization in planning first meals, but remarked that this was soon remedied. Three foreign students did not answer. Two just said "weather." One said lack of organization and added that the students were too irresponsible and depended too much upon the leaders. One foreigner said that staying in a house as on the last two nights would have been fine regardless of weather.

In response to the question, "What was the most educational experience of the trip?" two of the Americans replied that discussions on conformity and the lack of independent thought among students with Mr. Harrington and Mr. Warmbrunn were most educational. Four also mentioned talking things over and the exchange of viewpoints with foreign students was educational. One American mentioned contact with Mexicans which opened his eyes to standards of living different from his own. One American did not answer this question.

Two of the foreign students failed to answer this question. One found most educational the chance to see the real contrast between the U. S. and Mexico. The rest felt that contact with other members of the trip was most educational. One answer was, "A walk in the hills with Olympia. A long, nightly talk with Brigit. Cooking with Guy, Michael, Brigit and Lynn."

Four American students would have gone on the trip had it been to an equally interesting place in the U. S. One American said "no." Five foreign students said "yes" and one "perhaps" and one had a line drawn through the question.

Five foreign students would have gone to "real" Mexico. One replied "no" and one did not answer. Four Americans would have gone to "real" Mexico and one answered "perhaps."

The suggestions for improvements in next year's trip vary. Of the foreign students, one said better planning of places to stay and better equipment, along with distribution of responsibilities and added, "poor Marilyn is almost worn out." One suggested going further into Mexico with visits to Mexican homes and schools. One foreigner said it would be a good idea to bring along air mattresses. One asked whether it would be possible to keep the same bus for the entire trip. One would like to have someone from the International Center along all the time. One hesitantly remarked, "I am not sure whether my evaluation is correct or not, also I don't know whether my opinion will change in the future or not. But at present I can say that we had not to see such a show as played in the night club at Ensenada."

The Americans mentioned better organization, specially -- two large tents and better meal planning. One remarked merely, "on time for the journey."

Under "Other Remarks," four foreign students failed to comment. One expressed heartfelt thanks to Dr. Warmbrunn, Mr. and Mrs. Harrington and Marilyn. One had a very interesting and enjoyable trip. One felt the trip must be done again but suggested finding a camping place near the beach. Four Americans found the trip most enjoyable, one remarking, "a fine idea - must be continued."

February 24, 1959

An Evening in Japan

A Fireside at the International Center - February 21, 1959

The Firesides during the Winter Quarter have been sponsored by members of the ASSU Foreign Scholarship Committee. Yoshi Tsurumi, the Exchange scholar from Koto University, was responsible for the Fireside which was held on the 21st of February. He prepared a number of very attractive posters which were distributed all over campus and sent special letters of invitations to presidents of living groups. In addition, the Keio Committee apparently also invited a number of faculty members who are interested in the Keio project. The Keio Committee as a whole apparently assisted Yoshi in putting on the event.

The program for the evening included a performance of three different kinds of Japanese dances, a performance on the Koto, a tea ceremony, and a performance of two different styles of Judo.

Due to the good publicity and personal invitations, the Center was packed by 9:00 o'clock. It was physically impossible to enter the Student Lounge, and the Visitor's Lounge and dining room also were crowded. Because of this great throng two performances of the dances and of the Koto had to be given. The dance performance was offered in the Student Lounge and the Koto performance in the Visitor's Lounge. The Judo performance took place on the patio and everybody stood around in a great circle to watch. Mr. Sato, the Judo coach, presented the program with an excellent sense of humor. The performance themselves were American students.

The audience was far more varied than usually. There were perhaps a half dozen faculty members and quite a number of American fraternity boys, probably ATO members (Tsurumi's fraternity). These may have been friends of Yoshi or other ASSU scholars, or of the boys performing in the Judo class. Anyway I am sure that quite a large number of students were inside the Center for the first time.

It also should be mentioned that the Keio Committee had put up a number of very attractive decorations, including pictures, posters and scrolls. A large number of students helped to clean up although I am sure that the house looked quite a mess the following morning.

The following conclusions may be drawn from this Fireside:

1. The Firesides lend themselves to the individual initiative of students who want to present a highly organized program. It would not be desirable to have every Friday night be as highly structured as the one of February 21st, but on the other hand the Fireside provides an excellent framework for an occasional program of this kind.
2. We must watch carefully the amount of publicity which goes out for the Fireside, particularly during the winter when it is difficult to extend activities out of doors. The house is far too small for the group that showed up on Saturday night and some special provisions will have to be made eventually if the interest in the Firesides continues to grow. We probably should negotiate seriously with other living groups on the Row to see whether they could not also give an open house every Saturday night to take the load off the International Center. The success of these Saturday night evenings is partly the result of the fact that the Center seems to furnish the only regular open weekend party on campus.

Werner Warmbrunn

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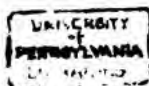
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SUMMARY OF RELATED RESEARCH IN PROGRESS REPORTED AS
OF OCTOBER 2, 1958*

Author and Institution	Topic	Completion Date	Publications Plans
N. Babchuk, The University of Rochester	Associational Choices of Foreign Students in a University	Jan., 1959	Article
Louise Carpenter, Michigan State University	Process & Results of 5 Christmas Adventures in World Understanding	Oct. 1, 1958	Pamphlet for limited distribution
Richard W. Cortright, Dir. Baylor Literacy Center.	Reading Accomplishments by Foreign Students	Oct. 31, 1958	National Reading Conference Annual
Robert Klinger, University of Michigan	A Comparison of Moral Values of Foreign and American Students (Title undecided)	June, 1961	
Clara H. Koenig, University of Minnesota	A series of brochures on education in 27 countries of the world.	Partial Completion (Balance Indefinite)	Brochures being published by the AACRO
Dr. Robert Lado, University of Michigan	Cross Cultural Relationships	June, 1959	Probably in book form
John F. Melby, University of Pennsylvania	A Study of the American Experience of Foreign Students	Oct. 1, 1959	
George Montague, San Jose City College	English Language Ability Test	Jan., 1959	None
	Foreign Language Aptitude Test	June, 1959	
	English Language Test	1961	
Thomas W. Moore, Dir. International Student House, Washington, D. C.	Effectiveness of I. S. H. in achieving certain goals	May, 1959	For Committee use only
R. C. Reindorf, Mississippi Southern College	English & Spanish as foreign languages by oral-aud. method	Indefinite	None
Mrs. DeWitt Stetten, National Council of Women of U. S., Inc.	An Attempt to evaluate benefits of Exchange on women of the affiliated with the International Council of Women (37 countries)	May, 1959	
Stephen Viederman, Columbia University	The Education System of India: As it has been, as it is, and expected and proposed changes in future, with recommendations for placement of Indian students	Nov. 1, 1958	None at present

* A copy of this summary was given to the author by the Office of the Foreign Student Adviser, Stanford University, California.

Author and Institution	Topic	Completion Date	Publications Plans
Robert H. Somers, Columbia University	Explorations in operations of The Experiment in International Living (particularly, the selection of Americans for Outbound Prog. & evaluation of prog.	Feb. 1, 1959	Various reports and papers will be prepared
Bernice Weary, U. S. Office of Education	Attitudinal Responses to the Host Culture of Grantees from India and Brazil	April-May 1959	None at present
Charles A. McClelland and Urban G. Whitaker, Jr., San Francisco State College	Development of Cross-Cultural Empathy	August, 1960	Indefinite

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